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ABSTRACT

A project involving educators and business leaders in southwestern Connecticut was undertaken to develop an intensive, competency-based business course to provide high school students with the skills to fill entry-level administrative support positions. The project was designed to: (1) recruit and motivate students with high potential for success in business careers who would not otherwise have considered preparing themselves for such occupations; (2) develop a curriculum guide based on specific, employer-identified competencies; and (3) offer a certificate of achievement that would be recognized by area employers. The project involved administration of a detailed survey of area employers in order to assess the overall need for administrative support personnel and the specific skills most needed by persons filling such positions, a survey to assess the career education needs of students, and interviews with business department heads and teachers. (Appendixes to this report include the aforementioned survey instruments; regional steering committee meeting agendas and minutes; lists of project personnel and participants; a certificate of achievement; budget information; publicity and dissemination materials; project reports; course exit criteria; and a curriculum guide addressing the following topics: using the telephone properly, managing records, handling mail, relating to corporate culture, identifying career opportunities, recognizing different types of business organizations, and understanding different types of business management.) (MN)

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INTENSIVE BUSINESS PROGRAM

FINAL REPORT

PREPARED BY

COOPERATIVE EDUCATIONAL SERVICES
11 ALLEN ROAD
NORWALK, CT.

PREPARED FOR

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
BUREAU OF VOCATIONAL SERVICES
HARTFORD, CONNECTICUT

Joan Abeshouse, Project Director
Dr. Judith Singer, Evaluation Specialist

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June 20, 1985

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I. Preface

The Intensive Business Program, a short, competency-based business course which includes secretarial, clerical, accounting, and general office skills, is the result of effective collaboration between public school educators and business leaders in Southwestern Connecticut. It took several years of planning to establish the structure whereby the needs and interests of educators and business representatives could be shared. After documenting regional labor market needs, a joint task force identified the most critical need in the area of business office "administrative support". The Intensive Business Program was designed to attract and train a previously untapped "pool" of high school students, providing them with the skills necessary to enter and succeed in "administrative support" positions.

II. Acknowledgements

The accomplishments of this project are due to time and talents contributed by the following people.

From the private sector: Gordon Goodlett and Rebecca Coffey, Southwestern Area Commerce and Industry Association (SACIA), who served as liaison with regional businesspeople; Vera Hilliard, who conducted the in-depth-survey that identified specific entry level administrative support positions/competencies in demand; and advisory council members Jim Braye, Continental Group; Robert Pfann, Howmet Aluminum Corporation; David Radile, Pitney Bowes; Don Oliver, Dorr-Oliver, Inc.; and Jim Carlson, Stauffer Chemical Company. From Southwestern Connecticut school districts:

FAIRFIELD

Joseph Giorgio, Department Chairman,
Career, Vocational, and Adult Education

Leonard Bennett, Chairman, Business Education

Yvonne Beckley, Pilot Program Instructor

NEW CANAAN

J. David Maier, Assistant Superintendent

Douglas Farrenkopf, Business Department Head

DARIEN

Dr. Robert Laber, Director of Curriculum

Cosmo Civale, Business Education Department Chairman

The articulation of competencies based on employers' needs was spearheaded by Dave Maier and Bob Laber.

BRIDGEPORT

George Deeb, Chairman, Business Education

Jack Henshall, Norwalk Supervisor of Vocational Education, was an early supporter of this project but ultimately was unable to participate due to local funding cutbacks.

From the State Department of Education, advice and support were provided by William Clynes and Joan Briggaman, Consultants, Business Office Education.

Perhaps the single most significant contribution was made by Joe Giorgio, whose vision and efforts resulted in the implementation of a model program in Fairfield which will be entering its third year in September.

Special thanks are due to Dr. Judith Singer, Evaluation Specialist, who is chiefly responsible for preparation of this report; and to Lyn Nevins, who advised on Sex Equity issues.

III. Abstract

Cooperative Educational Services has worked for many years to assist the region's public school districts with curriculum development in academic and vocational areas. Beginning in 1980, CES received state funds aimed at effecting a partnership in Southwestern Connecticut that would address the issue of "jobs-skills mismatch".

As a first step, much data were collected, in the form of a "needs assessment" to document the labor market needs. "The Regional Vocational Planning Committee", composed of business and educational representatives, reviewed the data and determined that a significant supply/demand deficit exists with regard to entry level business and office positions - "that the most critical regional human resource need was for persons with secretarial/clerical/word processing skills." Data sources included U.S. Labor Department and Connecticut State Department of Education regional reports and statistics; local employer surveys; and a survey of regional business education programs. (Excerpts of these sources are included in the August 1982 Action Plan Report submitted by CES to the Connecticut State Department Bureau of Vocational Programming, Planning, and Development.) The term "administrative support" was adopted as the job title that best reflected the multi-faceted nature of this position.

As a second step CES and the Southwestern Area Commerce and Industry Association (SACIA) established a Regional Education for Work Steering Committee which included representatives from business and education. The task of this committee was to develop and pilot a

model educational program to increase the local supply of "administrative support" personnel. The particular objectives of the Steering Committee were defined as follows:

1) To recruit and motivate students with high potential for success in business careers, who are not otherwise considering or preparing themselves for those occupations, in order to address the documented shortfall of qualified applicants in this vocational area.

2) To develop a curriculum guide, based on specific employer-identified competencies, for an intensive Business Education program preparing students for entry-level administrative support positions.

3) To offer a certificate of achievement, recognized by area employers.

The Intensive Business Program was designed by the "Regional Education for Work Steering Committee" to be a model educational program which would increase the pool of high school graduates to assume the entry level administrative support positions needed by local business and industry. The program includes entry and exit level criteria defined cooperatively by representatives of business and education, a curriculum designed to deliver instruction appropriate to exit level competencies, and a certificate of achievement awarded to program graduates. To date, the Intensive Business Program has attracted the interest of educational administrators in Bridgeport, Darien, Fairfield, Norwalk, and New Canaan. However, it is only in Fairfield that local administrators have been effective in recruiting sufficient numbers of students to implement the program in the 1983-84 and 1984-85 school year.

Statement of the Problem

Multiple statistical reports and surveys document the need to increase the number of local high school graduates competently prepared to assume entry level administrative support positions in business in Southwestern Connecticut.[1] In response to this need, representatives of business and education designed the Intensive Business Program. This program was developed:

a) To recruit and motivate students with high potential for success in business careers, who are not otherwise considering or preparing themselves for these occupations.

b) To include specific employer identified competencies relevant to entry level administrative support positions and a curriculum designed to deliver the appropriate level of skills.

c) To offer a certificate of achievement recognized by area business to program graduates.

The concepts underlying the Intensive Business Program are positive for several important reasons. First, the program was designed in response to multiple, objective data sources all of which reinforced the perception of a deficit in the supply of competent high school graduates able to meet the demand for entry level administrative support positions in business and industry. Second, the design of the program is the result of successful regional communication and collaboration between business and educational leaders. Third, the Intensive Business Program is flexible and adaptable to a variety of educational settings. As such, it is an appropriate educational model.

[1] A Regional Action Plan for Career and Vocational Education in Southwestern Connecticut. Final Report, prepared by Cooperative Educational Services, Norwalk, CT. for the Connecticut State Department of Education, Division of Vocational and Adult Education, Bureau of Vocational Program Planning and Development. 1982

V Project Design

A. Target Population

The Intensive Business Program was designed to recruit and motivate students with high potential for success in business careers, who are not otherwise considering or preparing themselves for these occupations.

The Intensive Business Program was specifically designed to attract students not already enrolled in high school business courses for two primary reasons. First, in order to increase the pool of competent high school graduates able to assume entry level administrative support positions, it would be necessary to attract high school students beyond those already enrolled in high school business courses. Second, it was anticipated that high school business teachers would be sensitive to losing a portion of their students to the Intensive Business Program.

B. Procedures and Activities:

1. Program Development:

a) Numerous meetings and activities of the "Regional Education Planning Committee" between December, 1980, and June, 1982, resulted in a report which provided the foundation for the Intensive Business Program: "Report and Recommendations of the Regional Action Plan for Career and Vocational Education in South western Connecticut," August 1982.

b) Meetings of the "Regional Education for Work Steering Committee" between August, 1982 and June, 1983 followed up on the work of the "Regional Education Planning Committee," and defined the Intensive Business Program. The definition of the Intensive Business Program included the establishment of entry and exit criteria.

c) In the summer of 1983, the committee developed promotional strategies in an attempt to introduce the Intensive Business Program as a pilot project in the participating school districts: Fairfield, New Canaan/Darien, and Norwalk.

d) The Intensive Business Program functioned in the night program in the Fairfield schools in the 1983-84 and 1984-85 school years. A total of approximately 25 students have been enrolled. Norwalk withdrew in the fall of 1983 due to staff cuts; New Canaan and Darien were not able to implement the Intensive Business Program in 1983-84 or 1984-85 because they were not successful in recruiting adequate numbers of students.

e) The 1983-84 Midyear Report submitted by CES to the Bureau of Vocational Programming, Planning, and Development documented difficulties in recruitment. In an effort to increase enrollments, additional strategies were considered, including intensive recruitment of regional alternative secondary program students.

f) A certificate was developed and endorsed by area business representatives.

g) A curriculum team was established, in the summer of 1984, to write a model curriculum for the Intensive Business Program based on the entry and exit criteria. The team included the Fairfield Intensive Business Program teacher, Yvonne Beckley; Chairman of the Andrew Warde High School Business Department; Len Bennett; CES Sex Equity consultant, Lyn Nevins; and SACIA advisors.

h) During the summer of 1984, CES contacted the Business coordinator for the Bridgeport schools. Early interest did not develop into adequate recruitment of students necessary to implement the program.

2. Program Evaluation:

Methods of Assessing Business Program:

a. Memos, summaries of meetings, reports, and grant applications provided by Cooperative Educational Services were reviewed by the Project Evaluator to ascertain the purpose, development, and implementation of the Intensive Business Program.

b. Numerous conversations were held with Mrs. Joan Abeshouse, Project Director at Cooperative Educational Services of the Intensive Business Program, to formulate the relevant questions to be answered by an evaluation of the program.

c. A student questionnaire was designed and administered to four junior classes (two English classes and two business classes) in Darien, New Canaan, and Fairfield high schools. (These are the high schools in the towns that participated actively in development of the Intensive Business Program.) The questionnaire (see Appendix A) includes questions designed to evaluate career interests as well as to determine students' familiarity with the Intensive Business Program.

d. An interview schedule was designed (Appendix A.) to assess the perceptions of business department heads in the four area high schools participating in the Intensive Business Program. Interviews were conducted with the following:

- Mr. Joseph Giorgio - Department Chairman, Career, Vocational, and Adult Education, Fairfield
- Mr. Leonard Bennett - Business Department Head, Andrew Warde and Roger Ludlowe High Schools, Fairfield
- Mr. Cosmo Civale - Business Department Head, Darien
- Mr. Doug Farrenkopf - Business Department Head, New Canaan

e) Yvonne Beckley, Intensive Business Program teacher, Fairfield 1983-84, and Joan Jarusinski, the 1984-85 teacher, were interviewed. (Appendix A)

f) Students in the Fairfield Intensive Business Program, 1983-84, were interviewed to evaluate their perceptions of the impact of the program on employability.

C. Project Staff Functions:

1. Project Director

The Project Director was responsible for overall coordination of LEA/Business-Industry efforts and activities, including the scheduling and conducting of regional planning and sharing meetings involving:

SACIA personnel
LEA administrators
Business education teachers
Business-Industry personnel
Others

2. Sex Equity Specialist

This staff member took recruitment activities as a principal focus in order to advise on methods of increasing male enrollment in a business education program.

3. Evaluation Specialist

This staff member was responsible for design of instruments and procedures measuring the accomplishment of project objectives and participated in evaluation activities.

4. SACIA and Business-Industry Personnel (Inkind)

Inkind services were continuously provided by Gordon Goodlett, SACIA's regional Economic Development Vice-president. Mr. Goodlett chaired the SACIA Workforce Development Taskforce, which had direct input into every aspect of this project. Rebecca Coffey, who succeded Mr. Goodlett in this position, continued these efforts.

A number of area businesses have committed the time and specific skills of personnel and graphics departments to this project.

5. School District Personnel

a) Stipend: Districts received $1,000. to apply to instructional costs.

b) Inkind: the following educators were assigned developmental and instructional responsibilities by their districts.

Norwalk: Supervisor of Vocational Education
Business Education Department Chairman
Bi-lingual Coordinator

Fairfield: Department Chairman, Career/Vocational/Adult Education
Business Education Department Chairman

Darien: Director of Curriculum

Director of Guidance

Chairman, Business Department

Teacher, Business Department

New Canaan: Assistant Superintendent

Business Education Department Chairman

D. Schedules/Timelines/Meetings

Phase I - Planning (January - August 1983)

January: Employer survey designed by SACIA, conducted by Vera Hilliard, Office Management Consultant (appendix A).

February 17: Regional Steering Committee meeting at CES.

February - May: Four subcommittee meetings of educators to develop criteria for entrance and successful completion of the Intensive Business Program, in accord with the business community's response to the employer survey.

May - August: Three subcommittee meetings of employers and educators to develop recruitment materials and plan a media campaign.

August 3: Regional Steering Committee meeting at CES.

Phase II - Implementation (September 1983 - June 1984)

September: Recruitment of students begins in Darien, New Canaan, Fairfield. Norwalk withdraws from project. Fairfield program begins with 14 students.

October 19: Regional Steering Committee meeting at SACIA.

November - December: Two planning meetings, CES and SACIA staff. Videotape script ("Culture of The Company") drafted by business advisory members. Evaluation plans and instruments developed.

November 9: Update meeting of educators, project staff, and State Department of Education consultants. Recruitment difficulties noted.

January - February: Reassessment of project due to inability of New Canaan and Darien to enroll students in second semester. Meetings of SDE and project staff.

February 17: Project recommended for termination by Bureau Chief Elizabeth Schmitt.

February 22: Regional Steering Committee meeting at CES.

March 6: Meeting of Regional Steering Committee with Associate Commissioner Green at CES.

April: Contract extension to April 15, 1985, granted.

May - June: Development of competency-based Certificate of Achievement for program completers. (Appendix D). Fairfield award ceremony.

May - September: Meetings and discussions with Bridgeport staff to plan recruitment and implementation.

July - August: Curriculum guide developed by Yvonne Beckley and Len Bennett (Fairfield), based on the experience of implementation of criteria during 1983-84. (Appendix H)

September: Bridgeport recruitment efforts unsuccessful.

September - April: Evaluation activities by Dr. Singer.

Agendas and minutes of all meetings cited above are included in Appendix B.

E. Surveys

The SACIA Profile of Administrative Support Occupations in Southwestern Connecticut, a significant in-depth study, is included in Appendix A. This information was used "to design a new curriculum concept for business and office training in area school systems".

Other surveys, designed by the project evaluator, are also included in Appendix A. They are aimed at assessing the impact of the Intensive Business Program.

F. Reports

The midyear report (January 1984) and March status summary are included in Appendix G.

G. Dissemination

In addition to Fairfield, the school district participating in the described project, the remaining school districts in the CES regional collaborative will have ready access to all project findings and may use findings, materials and practices as a regional resource for developing and improving their own Business Education programs. In addition, CES has used existing county and state networks of professional communication and collaboration for dissemination of project results.

Moreover, the role of Cooperative Educational Services in coordination of the Regional Education for Work Steering Committee, along with SACIA, has provided access to a network of employers, state agencies, and community-based organizations as well as LEAs, community colleges, and proprietary schools.

In particular, communication of findings to the following groups through existing mechanisms has been paramount to the total dissemination effort:

Regional Education for Work Steering Committee
Southwestern Connecticut Superintendents Association
CES Curriculum Council (Assistant Superintendents)
Connecticut Association of Chamber of Commerce Executives
SACIA Board of Directors
Executive Directors of Regional Centers
CETA Prime Sponsors
Community Colleges

Communication methods have included conferences, workshops, media releases, and other activities. Appendix F includes samples of publicity as well as brochures and other materials developed for recruitment purposes.

VI SUMMARY

A. Findings:

The review of written materials related to the development and implementation of the Intensive Business Program, interviews with business staff in the participating area high schools, analysis of the student questionnaires and interviews with students indicate the following strengths and weaknesses of the program.

Strengths:

1. The Intensive Business Program was designed to meet an identified need of the business community of Southwestern Connecticut. Whereas all too often, vocational programs are initiated without "consumer" input, the Intensive Business Program was conceived in response to an identified needs for a larger secretarial/administrative support labor pool by area employers.

2. The Intensive Business Program was developed by area school representatives in conjunction with representatives of the corporate community. While a general commitment on the part of school districts to the adequate preparation of high school students for employment always exists, the Intensive Business Program, in fact, brought together business and education leaders for the purpose of designing an education program which would match business needs. As a result, there is a close match between the skills included in the Intensive Business Program and the skills needed by area businesses.

3. The Intensive Business Program is a short (one year) business course which includes exposure to multiple areas of

business education. As a one year program, this course could be taken by students enrolled in a traditional high school academic program who are unable to elect a large number of business courses. Also, as a one year course, high school students with no business education or background, could, as late as their last year in high school, elect a business program and graduate with employability skills.

4. Exit criteria defining skills necessary for graduation from the Intensive Business Program have been carefully articulated and related to business needs. (Appendix H)

5. A certificate is awarded to Intensive Business Program graduates which validates their achievement of the business skills defined by the exit criteria. Representatives of the business community recognize the Intensive Business Program certificate as indicative of specific competencies prerequisite for entry level administrative support positions. (Appendix D)

6. Students who completed the Intensive Business Program indicated that the program had prepared them well for a variety of post high school activities including employment and business school. Comments included, "I got the job over five other candidates because I had the certificate," "All we're learning in accounting at Butler, I learned last year," "My friends thought I was crazy to go to school at night last year. Now I have a great job and they're jealous."

Much credit was given by Intensive Business Program graduates to the teacher who provided the students with help in writing resumes, completing job applications, and rehearsing job interviews in addition to teaching them specific business skills.

Weaknesses:

1. Although the Intensive Business Program was designed to fill an appropriately identified labor need, namely, the under-supply of adequately trained applicants for administrative support positions in the Southwestern Connecticut labor market, the regional planning group did not appropriately assess the availability of area students interested in fulfilling this labor need. Given the demographics of Fairfield County, it is apparent that a large proportion of students are enrolled in a college preparatory course in high school and are not encouraged by family or faculty to enroll in a business course. Complicating matters further is the fact that the two Fairfield County towns with the largest number of high school graduates seeking employment upon graduation, Stamford and Bridgeport, did not participate in the Intensive Business Program.

2. There has been little initiative on the part of school superintendents in Darien, New Canaan, and Fairfield, the towns participating in the Intensive Business Program, to introduce the program into the course of study at their respective high schools. Furthermore, business department heads in these school districts are not "sold" on the benefits of the Intensive Business Program for two primary reasons. First, business department heads have difficulty recruiting adequate numbers of high school students into business courses which are already offered in their high schools. They perceive the addition of the Intensive Business Program into the business offerings as decreasing the numbers of students who will enroll in existing business courses. Second, they regard the academic standards

of their existing business courses as higher than those of the Intensive Business Program and state that they do not want to compromise standards.

3. Since the Intensive Business Program has not been incorporated into the day program of studies in the towns participating in the program, business teachers and counselors can only recruit students into the Intensive Business Program as it is offered in night classes at Andrew Warde and New Canaan High Schools. High school counselors have not been adequately encouraged to advertise the availability of the Intensive Business Program in night classes. Newspaper advertisements have not been done with sufficient frequency or style to attract post high school students.

4. Placement of the Intensive Business Program in night classes alone presents several problems beyond recruitment issues. First, at present, academic credit must be negotiated by students enrolled in the IBP at night. Second, the scheduling of night classes to meet the 80 hour total time required for completion of the Intensive Business Program does not readily fit into a one semester (too short) or two semester (too long) day school time frame.

5. Students entering the Intensive Business Program come with extremely varied skills. The Intensive Business Program students at Andrew Warde (night classes) included several post high school students, and several alternate high school students. Heterogeneous entry level performance requires a great deal of individual instruction

B. Conclusions:

1. Many aspects of the planning for the Intensive Business Program and the design of the Intensive Business Program are exemplary. These include:

a) the cooperative partnership between representatives of business and education,

b) the objective, data-based review of labor market needs in Southwestern Connecticut,

c) the inclusion of competencies specifically matched to job market requirements, and

d) the certificate endorsed by area business representatives awarded to program graduates.

2. The small numbers of students attracted to the Intensive Business Program seem to be the result of a combination of factors:

a) the small high school pool of potential Intensive Business Program students,

b) the ambivalent attitudes on the part of high school business teachers toward the Intensive Business Program,

c) the moderate recruitment efforts on the part of school districts,

d) the limited time available to students enrolled in college-oriented courses.

3. The Intensive Business Program is well designed to meet a well documented "demand" for entry level business office administrative support positions. In the design of the program, however, little attention was given to the "supply" of high school students potentially interested in pursuing administrative support skills beyond those already enrolled in business courses.

C. Self Evaluation

The experiences of Cooperative Educational Services with the Intensive Business Program have been reviewed and analyzed. It is proposed that many aspects of the Intensive Business Program were well planned and successfully executed: the cooperative partnership between industry and education; the objective, data-based review of job market needs in Southwestern Connecticut; the match between the competencies taught in the Intensive Business Program and job market requirements; and the certificate awarded to program graduates. Yet, despite the qualities of the Intensive Business Program, CES was not successful in establishing the program at more than one site. Why?

It appears that high school students, particularly in Southwestern Connecticut towns, identify themselves as college bound or non-college bound. College bound youngsters typically enroll in exclusively academic courses while business courses are generally taken by non-college bound students. College bound students do not recognize the possible relevance of the Intensive Business Program, if indeed they are even aware of its existence. Non-college bound students are already taking business courses and therefore are not attracted to the Intensive Business Program. The recruitment task is further complicated by the ambivalent attitude of high school business teachers who regard the Intensive Business Program as directly competitive with their own courses. Without a strong commitment on the part of the high schools, the recruitment efforts necessary to identify that rather small segment of high school students appropriate for the Intensive Business Program, were not adequate.

Thus, while the "demand" for "administrative support" positions in Southwestern Connecticut was well documented, the potential "supply" of high school students interested in business courses, beyond those already enrolled, was not carefully assessed. In order to recruit adequate numbers of students from a small pool, recruiting efforts must be intense and they have not been to date.

D. Recommendations:

It is recommended that the marketing of the Intensive Business Program might be more successful if the targeted population were extended beyond that of high school students. In particular, it is suggested that attempts be made, with the assistance of the State Department of Education, to introduce the Intensive Business Program into established community settings to audiences who have already determined their intent to enter business or industry. These audiences might be identified through school and community centers, Y's, JTPA, ethnic agencies and religious organizations. In short, instead of seeking students, it might be more effective to direct the program to adults determined to enter the job market in Southwestern Connecticut.

It is further recommended that the State Department of Education share the curriculum and exit criteria developed for the Intensive Business Program with high school business department representatives. The competencies and the curriculum might encourage high school business teachers to review their objectives, and perhaps realign them with the expectations of business and industry for "administrative support" positions in the local area.

In particular, it is recommended that the One Year Business Education Curriculum, developed as a State Department of Education project concurrently with the implementation of this Intensive Business Program, be reviewed in light of the criteria developed for the IBP, since the State Department project did not include employers in the curriculum's developmental stages.

APPENDIX

A. Survey Instruments and Findings

   1. SACIA Employer Survey and Profile of Administrative Support Occupations in Southwestern Connecticut

   2. Student Questionnaire

   3. Business Department Head Interviews

   4. Teacher Interviews

B. Regional Steering Committee

   1. Membership
   2. Agendas and Minutes of Meetings

C. Project Personnel and other participants

D. Certificate of Achievement

E. Budget

F. Publicity/Dissemination Materials

G. Reports

H. Exit Criteria and Curriculum Guide

Appendix A

Survey Instruments and Findings

SACIA PRELIMINARY

LABOR FORCE ANALYSIS FOR THE EIGHT TOWN S.W. CT. REGION 1970-1980

9/22/82

A careful comparison of labor force statistics - that's people employed, not jobs- shows some striking results, most of which confirm the day to day observations of educators and human resource executives.

Of great significance is the fact that the region's labor force has grown by 19.4% even though population is down by about 3%. This means that more people are in the labor force, 50-52% as opposed to 42-43% in 1970.

The Norwalk area contrasts with the Stamford Labor Market area in several ways, most notably in that its labor force has grown much more dramatically than Stamford's - 29.7% vs. 13.4%. Anywhere from 60 to 68% of all persons over the age of 16 are in the workforce, many of them no doubt dual job holders and part-time workers.

Changes in the number of workers by occupation are also very dramatic.

Occupations showing the greatest growth are:
- Executives and Managers (up by 64.8% overall, 54.3% in the Stamford area and 85.1% in the Norwalk area)

- Sales (up by 60.7% overall, 46.5% in the Stamford area and 88.7% in the Norwalk area)

- Farm Workers, mostly in gardening and forestry (up by a tremendous figure of 217.5% overall, 305% in the Stamford area and 133.7% in the Norwalk area)

Clerical and service workers grew by respectable amounts, 21.5% and 21.7% respectively, but probably not by enough to satisfy demand. In these as in most other occupational areas the Norwalk area grew faster, even though job growth was stronger in the Stamford Labor Market area. This obviously means that much of the Stamford areas labor supply comes from the Norwalk area as well as much of the rest of Fairfield County.

Professional and technical workers grew by modest amounts (6.1% overall) probably far short of demand in these occupations.

The greatest decline occurred in private household workers - no surprise - as this is an occupation in decline everywhere.

Equipment operators and laborers declined by significant amounts and skilled craftsman remained about the same. The Norwalk area showed some anomalies in this regard in that the number of laborers and skilled craftsmen grew, if only by small amounts. This is reflective of the fact that Norwalk has more successfully preserved its industrial character than has Stamford.

A table is attached with exact numbers and percentages taken from U.S. Census results.

ADMINISTRATIVE SUPPORT OCCUPATIONS

General Categories

1. Supervisors, such as:

   - Supervisors, general office
   - Supervisors, computer equipment operators
   - Supervisors, financial records processing

2. Computer Equipment Operators such as:

   - Computer Operators
   - Peripheral equipment operators

3. Secretaries, such as:

   - Secretaries
   - Stenographers
   - Typists

4. Information Clerks, such as:

   - Interviewers
   - Receptionists
   - Information clerks

5. Records Processing Occupations, Except Financial, such as:

   - Correspondence clerks
   - Order clerks
   - Personnel clerks, except payroll and timekeeping
   - File clerks

6. Financial Records Processing Occupations, such as:

   - Bookkeepers, accounting, and auditing clerks
   - Payroll and timekeeping clerks
   - Billing clerks

7. Duplicating, Mail and Other Office Machine Operators

8. Communications Equipment Operators, such as:

   - Telephone operators
   - Telegraphers

9. Mail and Message Distributing Occupations, such as:

- Mail clerks, exc. postal service
- Messengers

10. Material Recording, Scheduling, and Distributing Clerks, such as:

- Dispatchers
- Production coordinators
- Traffic, shipping and receiving clerks
- Stock and inventory clerks
- Expediters

11. Adjusters and Investigators, such as:

- Insurance adjusters, examiners, and investigators
- Bill and account collectors

12. Miscellaneous Administrative Support Occupations, such as:

- General office clerks
- Bank tellers
- Proofreaders
- Data-entry keyers
- Statistical clerks

ADMINISTRATIVE SUPPORT QUESTIONNAIRE

Occupational categories and positions	How many people does your company employ in each category?	Which positions are entry level?	Which are growing?	Which are declining?	List career paths beyond entry level	What are the basic skills?	What are the technical or machine competencies?	What are the personal qualities? i.e. Attitudinal? Behavorial?
1. Supervisors, such as:								
- Supervisors, general office								
- Supervisors, computer equipment operators								
- Supervisors, financial records processing								
2. Computer Equipment Operators, such as:								
- Computer operators								
- Peripheral equipment operators								
3. Secretaries, such as:								
- Secretaries								
- Stenographers								
- Typists								

ADMINISTRATIVE SUPPORT QUESTIONNAIRE

Occupational categories and positions	How many people does your company employ in each category?	Which positions are entry level?	Which are growing?	Which are declining?	List career paths beyond entry level	What are the basic skills?	What are the technical or machine competencies?	What are the personal qualities? i.e. Attitudinal? Behavorial?
4. Information Clerks, such as:								
- Interviewers								
- Receptionists								
- Information clerks								
5. Records Processing Occupations, Except Financial, such as:								
- Correspondence clerks								
- Order clerks								
- Personnel clerks, except payroll and timekeeping								
- File clerks								
6. Financial Records Processing Occupations such as:								
- Bookkeepers, accounting and auditing clerks								

ADMINISTRATIVE SUPPORT QUESTIONNAIRE

Occupational categories and positions	How many people does your company employ in each category?	Which positions are entry level?	Which are growing?	Which are declining?	List career paths beyond entry level	What are the basic skills?	What are the technical or machine competencies?	What are the personal qualities? i.e. Attitudinal? Behavorial?
- Payroll and timekeeping clerks								
- Billing clerks								
7. Duplicating, Mail and Other Office Machine Operators								
8. Communications Equipment Operators, such as:								
- Telephone operators								
- Telegraphers								
9. Mail and Message Distributing Occupations, such as:								
- Mail clerks, exc. postal service								
- Messengers								
10. Material Recording, Scheduling, and Distributing Clerks, such as:								

ADMINISTRATIVE SUPPORT QUESTIONNAIRE

Occupational categories and positions	How many people does your company employ in each category?	Which positions are entry level?	Which are growing?	Which are declining?	List career paths beyond entry level	What are the basic skills?	What are the technical or machine competencies?	What are the personal qualities? i.e. Attitudinal? Behavorial?
Dispatchers								
Producation coordinators								
Traffic, shipping and receiving clerks								
Stock and inventory clerks								
Expediters								
1. Adjusters and Investigators, such as:								
Insurance adjusters, examiners, and investigators								
Bill and account collectors								
2. Miscellaneous Administrative Support Occupations, such as:								

ADMINISTRATIVE SUPPORT QUESTIONNAIRE

Occupational categories and positions	How many people does your company employ in each category?	Which positions are entry level?	Which are growing?	Which are declining?	List career paths beyond entry level	What are the basic skills?	What are the technical or machine competencies?	What are the personal qualities? i.e. Attitudinal? Behavorial?
- General office clerks								
- Bank Tellers								
- Proofreaders								
- Data-entry keyers								
- Statistical clerks								

EXECUTIVE OFFICES

SOUTHWESTERN AREA Commerce & Industry Association of Connecticut, Inc.

January 17, 1983

Ms. Vera Hilliard
12 Windsor Lane
Cos Cob, CT 06807

Dear Vera:

Enclosed please find the list of individuals for you to contact for interviews in your survey of administrative support characteristics. Also enclosed is a copy of the letter, questionnaire and list of occupations sent to each person.

I suggest that you and I touch base on the content of the questionnaire before using it in the interviews.

Its in your hands now. Good luck and let me know if you need any assistance.

Sincerely,

Gordon Gooslett
Vice President
Regional Economic Development

GG:vo

FUTURE! . . . business advocacy for a better Southwestern Connecticut

• ONE LANDMARK SQUARE • STAMFORD, CONNECTICUT 06901 • 203/359/3220

EXECUTIVE OFFICES

SOUTHWESTERN AREA Commerce & Industry Association of Connecticut, Inc.

January 4, 1983

Dear

This letter is to request your support in implementing the first step of the Intensified Business Seminars program. This program was approved by the Regional Education for Work Steering Committee of which you are a member. In order to do this, we will need information from a representative selection of businesses in the area as to what the needs are in the area of entry level administrative support positions.

The attached will give you a idea of the kinds of jobs we feel are included under the heading of "administrative support". The information we need consists of:

1. Which of these administrative support positions exist in your firm?
2. Any additional job positions not on the list that you'd like to add.
3. The approximate number of people in these positions.
4. Which of these administrative support positions are entry level?
5. A list qualifications for successful performance in these positions in your organization, i.e. skills, technical competencies, attitudes (qualities, traits and characteristics).

In order to collect this information, we would like to make an appointment between our consultant and the person in your firm who is most qualified to give us answers to these questions.

Your organization's participation in this effort is essential to the success of developing a curriculum that will best meet your needs in training people properly for administrative support positions.

In order to complete this project by the end of January, 1983, I will be calling shortly to determine the name of the appropriate contact person and to arrange the interview.

Sincerely yours,

Gordon Goodlett, Vice President
Regional Economic Development

GG:vo

FUTURE! . . . business advocacy for a better Southwestern Connecticut

• ONE LANDMARK SQUARE • STAMFORD, CONNECTICUT 06901 • 203/359/3220

EXECUTIVE OFFICES

SOUTHWESTERN AREA Commerce & Industry Association of Connecticut, Inc.

January 14, 1983

Dear

I have been notified that you are the most appropriate person to provide us with detailed information on the skills and characteristics required of a successful entrant into what we call "administrative support" occupations in your organization. For a definition of what we mean by "administrative support" please refer to the enclosed list. We wish to survey you along with key representatives of other area companies in order to develop a standard set of specifications which can be used to guide the development of pilot business education curricula in area school systems.

This program is being jointly sponsored by the Southwestern Area Commerce and Industry Association (SACIA), Cooperative Education Services (CES) and area employers and school districts in Southwestern Connecticut.

Mrs. Vera J. Hilliard, our special consultant on this project and an expert on office procedures and business education has agreed to conduct the survey by arranging personal interviews with each company representative. She will soon be calling you to arrange an interview. To acquaint you with the kinds of questions she will ask, please refer to the copy of the questionnaire, enclosed, which Mrs. Hilliard will be using as her guide. You do not have to complete it prior to the interview, but feel free to do so if you think it desirable.

In advance, let me thank you for your extremely valuable assistance and cooperation on this project. Don't hesitate to call me if you have any questions about it.

Sincerely,

Gordon Goodlett
Vice President
Regional Economic Development

GG:vo

Please complete questionnaire marked "X" & return to me by Thurs. & meet with Vera on Thurs. morning

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PROFILE OF
ADMINISTRATIVE SUPPORT OCCUPATIONS
IN SOUTHWESTERN CONNECTICUT

Prepared By:

The Southwestern Area Commerce & Industry Association
In Association With:
Vera J. Hilliard, Management Consultant
March, 1983

Preface

Administrative support occupations, the so-called secretarial-clerical cluster, have been identified by SACIA's Human Resource Panel and CES' Regional Vocational Education Plan as the region's most vital human resource need.

Definition:

Administrative support occupations include any which are basically responsible for the creation and keeping of records, correspondence and the like. They may include some sales jobs where the keeping of records is more important than the sales aspect (for example ticket and station agents) and some jobs adjunct to normal clerical work, i.e. messengers, receptionists, etc. Further distinctions are now being made between clerical jobs involving simple office equipment and the newer data processing jobs associated with electronic equipment.

Sources and Methodology:

To get a more detailed perspective on the characteristics and requirements of these jobs in Southwestern Connecticut, interviews with leading area employers were conducted by Vera J. Hilliard, a consultant on secretarial training and office practices during January and February 1983. This information was supplemented by recent SACIA surveys of wage and salary practices which have also produced a good inside look at the make-up of jobs in area businesses. A number of findings resulted which will be used to design a new curriculum concept for business and office training in area school systems. These findings are arrayed in answer to a number of questions which the planners responsible for designing these curricula will need to know.

Findings:

1. Which kinds of companies appear to have the greatest percentages of administrative support workers?

   Most of the jobs surveyed were in corporate and executive offices. Approximately 50% of the jobs identified were in these kinds of firms.

   Service firms, which includes everything from barber shops and photo studios to law firms, had the next highest number of jobs.

   This should not be taken to mean that most of these jobs exist in corporations since there are only about 250 of them in the region, as opposed to nearly 3000 service firms and nearly 1000 in finance insurance and real estate which also employ many administrative support workers. Corporations, however tend to have a higher percentage of their workers in these jobs. In most cases as much as 50% of their workforce can be classified administrative support.

2. What are the most common types of administrative support jobs?

The twelve main categories surveyed were:

- Supervisors
- Computer Equipment Operators
- Secretaries
- Information Clerks
- Records Processing Clerks, Except Financial
- Financial Records Processing
- Duplication Mail and Other Office Machine Operators
- Communications Equipment Operators
- Mail and Message Distribution Occupations
- Material Recording, Scheduling, and Distribution Clerks
- Adjusters, Investigators
- Miscellaneous Administrative Support Occupations such as:
  - General Office Clerks
  - Bank Tellers
  - Proofreaders
  - Statistical Clerks

The group that had the highest representation -secretarial- was not surprising. In the average firm at least 50% of all workers in administrative support jobs are classed as secretaries. Service firms had nearly 60% of their administrative support workers classed as secretaries, and retail and wholesale firms had over 75%. Lower proportions existed among construction, utility and finance insurance and real estate firms. Manufacturing and corporate offices had about 50% - the norm.

The second most common kind of job in most firms are the financial records occupations such as bookkeepers and accounting clerks; followed by the more mundane clerical positions such as junior clerk, mailroom clerk and data entry keyer.

3. Which jobs appear to be growing in number?

Most of the jobs in the administrative support cluster are stable at this point in time due to economic conditions. However, the numbers are growing in certain more specialized occupations which currently make up small proportions of the workforce in most offices such as:

- Computer operators
- Statistical typists
- Specialized records processing clerks such as in taxes and benefits.
- Secretaries with special skills such as a second language

4. Which jobs appear to be in decline or in a state of flux?

Certain records processing jobs such as:

- Payroll clerks, timekeepers
- Billing clerks
- Keypunch operators

A key factor is the degree of specialization. Specialization is greater in large firms or corporate offices responsible for large volumes of specialized records. Among the smaller firms secretaries are more likely to be generalists often acting in other roles such as receptionist, computer operator, duplicating machine operator and billing clerk.

But even among corporations there is a noticeable tendency toward less specialization as the computer takes over the more mundane duties. Stenographers and typists for example are in decline.

Some of the larger companies are tending to locate their specialized functions such as computer operators, payroll and benefits clerks in subsidiary locations either elsewhere in Connecticut or outside the state altogether.

Other functions appear to be merging such as receptionists with telephone operators, and messengers with duplicating equipment operators. Even computer functions appear to be merging such as computer operators with peripheral equipment operators and word processors.

There is very low demand for other jobs listed in the cluster such as:

- Interviewers
- Information clerks - except in sales oriented firms
- Telegraphers
- Dispatchers - except in transportation firms
- Stock and inventory clerks - except in wholesaling and manufacturing
- Adjusters
- Proofreaders

Some firms, such as construction, finance, transportation and utilities have a higher than normal demand for:

- Bookkeepers
- Accounting clerks
- Telephone operators
- Cashiers
- Dispatchers

5. Which jobs are generally considered entry level?

Most companies are consistent in defining their entry level positions. Among those most often mentioned were:

- Data entry keyers
- Entry level secretaries
- Typists
- Receptionists
- Order clerks
- General office clerks
- Messengers & mailroom workers
- Duplicating machine operators
- Stock and inventory clerks

Smaller firms who tend to employ generalists most often seek people with experience. It should be noted that among the entry level occupations listed, only secretaries appear to have a significant number of openings. However, in corporate operations higher level secretaries outnumber entry level secretaries by 2 or 3 to one.

6. What career paths are suggested for these occupations?

Computer operators and financial records people appear to have the best prospects. Computer operators can become Supervisors, Managers and Programmers if they receive additional training.

Bookkeepers have a good chance at jobs such as Accounts Payable/Accounts Receivable Supervisors, Controllers and Treasurers. Accounting clerks which appear in the financial records progression also have a good shot at higher level financial positions after progressing through Bookkeeper, etc.

Personnel clerks have a good chance of becoming personnel professionals with further training.

General office clerks, typists and receptionists generally progress to secretarial positions.

Secretarial positions generally show a very promising path. Typically it runs as follows:

- Entry level secretary
- Senior secretary
- Executive secretary
- Administrative assistant
- General Supervisor/Secretarial Manager

Other positions are very limited such as:

- Mailroom clerks, messengers
- Telephone operators
- Statistical clerks, unless they become Data Entry Keyers
- Duplicating equipment operators

There is of course no limit placed on workers who have the ambition and energy to transfer skills and acquire new ones.

7. What are the relative pay scales and which positions have the highest earnings?

From a preliminary analysis of SACIA's Compensations Survey it has been found that annual salaries can vary from $8000 for an entry level Mailroom or Shipping Clerk to $40,000 for a Computer Operations Supervisor.

Some secretaries earn as much as $35,000. Salaries are obviously a reflection of two things:

- The value placed on job content
- The relative scarcity of people to fill the available openings.

Median annual salaries reported for selected positions in round figures are:

Junior Accounting Clerk	$13,000
Administrative Assistant	$19,400
Bookkeeper	$19,300
Cashier	$12,800
Computer Operator Advanced	$17,900
Computer Operator, Junior	$16,500
Duplicating Machine Operator	$14,300
Entry Level Clerk	$11,300
Data Entry Clerk	$13,600
Mailroom Clerk/Messenger	$11,700
Payroll Clerk	$15,800
Entry Level Secretary	$14,400
Senior Secretary	$15,500
Executive Secretary	$18,800
Shipping and Receiving Clerk	$10,400
Telephone Operator/Receptionist	$14,100
Typist, Clerk	$10,100

Corporations tend to pay the high salaries for the most demanding occupations such as Computer Operations Supervisors, but few of the other companies have these positions. However there are exceptions. For instance a Bookkeeper can earn more with a construction firm than in a corporation. Likewise specialties such as Dispatchers, Cashiers and equipment oriented Telephone Operators can earn more in retail, wholesale, finance and utility firms.

8. What are the basic competencies?

These can be broken down into three main components.

a. Basic job related aptitudes which include:

- general intelligence
- verbal ability
- numerical ability
- spatial ability
- form perception
- clerical perception
- motor coordination
- finger dexterity
- manual dexterity
- eye-hand-foot coordination
- color discrimination ability

Some of these aptitudes are obviously more important to administrative support jobs than others. Not many were mentioned in the survey except for:

- Clerical perception, i.e. ability to organize information and perceive distinctions in printed matter. This is applicable to all administrative support positions but was emphasized for statistical and computer positions.

- Verbal ability - particularly for secretaries and administrative positions

- Numerical ability - emphasized for positions in finance, accounting and bookkeeping

b. Academic competencies are the skills which employers expect job candidates to have received from their educational experience prior to employment. Academic competencies are defined by most employers as:

- Reading
- Writing
- Speaking and listening
- Mathematics
- Reasoning
- Studying
- Technological literacy

It is common for employers to think of the first six of these competencies as a basic group distinct from the last one - technological literacy. Employers often give more weight to them even though they have more difficulty in describing a measurable standard of achievement in these disciplines. There is some variance in the level expected depending on the job, however, these first six are felt to be vital to the performance of nearly all administrative support personnel. Even though frustration is often expressed by employers over the basic competencies observed in entry level administrative support workers their definitions of what is expected remain vague for the most part*.

*For a well thought out definition refer to the Appendices A & B.

c. Technological literacy is not as difficult for employers to describe. For financial personnel it includes:

ten key machines
basic bookkeeping
accounts payable/receivable
keyboarding

For secretarial personnel acceptable typing speeds consist of:

40-45 words per minute
55-60 words per minute is preferred

Knowledge of filing systems and 80-90 wpm for steno is desirable, however steno skills are not considered essential by most employers anymore.

A college background is preferred for higher level secretaries, administrative assistants, supervisors, etc. These are jobs that require reasoning, judgement and decision making. These more esoteric skills are noticeably sharpened among employees who have been exposed to college training.

Companies with international affiliations often require bi-lingual secretaries.

Computer literacy was frequently mentioned by employers as a desirable pre-employment skill.

Computer awareness was mentioned for all of the secretarial, computer and supervisory positions. The most often mentioned systems were:

- DEC 2020 (Digital)
- HRS system (Human Resource Records System)
- 4 phase word processing
- Wang 269
- Xerox 800 & 860

Computer operators also need to know about disc drives, crts, scanners, printers, peripheral systems and the main frame hardware such as IBM and Univac.

For financial records positions intimate knowledge of calculators, ten key machines, etc. is essential.

Most secretaries and clerical people also need familiarity with basic machines like:

- Typewriters
- Copy machines
- Postage meters
- Collators
- Tele-type machines

The most specialized occupations such as telephone operators, duplicating machine operators, payroll clerks need to know specialized equipment such as:

- Microfiche filing
- PBX machines
- Sophisticated communications equipment
- Switchboards
- Maximizers/minimizers, etc.

9. What expectations do employers have in the less tangible attitudinal and behavorial competencies?

   This can be further subdivided into:

   a. Social coping skills or work habits. Under social skills those mentioned were generally applicable to all positions. Among those listed and the jobs they especially apply to are:

   - People skills - supervisors, receptionists
   - Adaptable/can handle more than one thing at once - secretarial.
   - Organized/wise use of time - records processing positions
   - Accurate - records processing, clerical
   - Used to deadlines/can work under pressure - secretarial
   - Able to interact with senior management - senior secretary and above
   - Punctuality/dependability

   b. Attitudes. These were given a great deal of emphasis and apply equally to all positions. Among the ones most often mentioned were:

   - Understanding and appreciation for the company way of doing business. (culture of the company)
   - An appreciation for the company image. (style)
   - Drive, motivation and willingness to learn.
   - Understanding the work ethic. An appreciation for the fact that a contract exists between the employer and worker.
   - An appreciation for good manners, dress and communication styles.
   - A sense of humor.

Conclusions:

Final conclusions should await further evaluation. However, at this point it is suggested that:

1. The emphasis in curricula should be placed on training generalists with a variety of skills for secretarial positions.

2. Specialized training should be oriented mostly toward computer personnel and financial records positions. Specialized typing such as statistical typing appears to be justified only because the supply is limited in comparison to demand, even though the overall demand is low compared to secretarial jobs.

3. More exact measures need to be established for the basic academic competencies in reading, writing, spelling, math and oral communications.

4. Emphasis needs to be placed on more awareness of and exposure to area companies - what they do, how they do it and how they are organized.

5. To attract more students to administrative support occupations more emphasis needs to be placed on the opportunities available.

6. See Appendix C.

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INTENSIVE BUSINESS SEMINARS PROGRAM: EVALUATION QUESTIONS

I. Does the Intensive Business Seminars Program Match Student Needs?

- Is there a pool of potential students in the high schools that have chosen to participate in the Intensive Business Seminars Program who perceive the purpose of this program as congruent with their needs?

II. How Well Does the Intensive Business Seminars Program Relate to Business Courses Offered in the High Schools?

- Does the Intensive Business Seminars Program provide instruction different from that already offered in the high schools participating in the Intensive Business Seminars Program?

- What is the attitude of the high school business teachers to the Intensive Business Seminars Program?

III. How Are Students Recruited for the Intensive Business Seminars Program?

- What methods of recruiting students have been tried? Which have been effective? which have not?

IV. How Effective is the Intensive Business Seminars Program?

- How do the teachers and site coordinators of the program assess the effectiveness of the selection of the students and teachers for the program? the value of the curricular guidelines provided by CBE? the quality of the curriculum and materials they have developed for their school program? and the nature of the time requirements for completing the program? how do the students in the Intensive Business Seminars Program assess its effectiveness?

CAREER EDUCATION QUESTIONNAIRE

Please complete this questionnaire by placing a check (✓) next to the best answer to each question.

1. Present grade?
   - A. ___ Nine
   - B. ___ Ten
   - C. ___ Eleven
   - D. ___ Twelve

2. Sex?
   - A. ___ Male
   - B. ___ Female

3. Which of the following best describes the grades you usually get in school?
   - A. ___ Mostly A's
   - B. ___ Mostly B's
   - C. ___ About half B's and half C's
   - D. ___ Mostly C's
   - E. ___ Mostly D's and below

4. After you leave high school, what do you expect to do?
   - A. ___ Get a full-time job
   - B. ___ Get additional special training (e.g. nursing school, business school, technical school)
   - C. ___ Attend a two year college
   - D. ___ Attend a four year college
   - E. ___ I haven't decided

5. In what field do you intend to study and/or work after high school?
   - A. ___ Arts and humanities
   - B. ___ Biological services
   - C. ___ Business
   - D. ___ Communications
   - E. ___ Physical sciences
   - F. ___ Social sciences
   - G. ___ Trade or vocational

6. How much have you studied about careers in school?
   A. ___ A great deal
   B. ___ Somewhat
   C. ___ Not at all

7. Have you taken any of the following business related courses in high school?

	Yes	No
Typing	___	___
Word Processing	___	___
Stenography	___	___
Bookkeeping	___	___
Business Arithmetic	___	___

Questions 8-11
How much has instruction and guidance in your school helped you to achieve the following career related objectives?

	A Great Deal	A Little	Not At All
8. Understanding your personal abilities, interests, and values, and relating these to career objectives	___	___	___
9. Understanding appropriate attitudes and behaviors for the world of work	___	___	___
10. Understanding the nature of various careers and occupations in which you might be interested	___	___	___
11. Understanding the training and preparation necessary for various careers and occupations	___	___	___

12. Do you work outside of school?
   A. ___ Yes, I have a full-time job
   B. ___ Yes, I have a part-time job
   C. ___ Yes, I do volunteer work
   D. ___ I do not work outside of school during the school year, but have worked during the summer
   E. ___ I have never worked outside of school

Questions 13-16

As a full-time, part-time, summer, or volunteer worker, how much has working taught you about:

		A Great Deal	A Little	Not At All
13.	Understanding your personal abilities, interests, and values, and relating these to career objectives	___	___	___
14.	Understanding appropriate attitudes and behaviors for the world of work	___	___	___
15.	Understanding the nature of various careers and occupations in which you might be interested	___	___	___
16.	Understanding the training and preparation necessary for various careers and occupations in which you might be interested	___	___	___

17. Have you heard about the Intensive Business Seminars program offered at your school?

A. ___ Yes
B. ___ No

If not, you have completed this questionnaire; if yes, continue with questions 18-20

18. Through what source did you learn of the Intensive Business Seminars program?

A. ___ Teacher
B. ___ Guidance Counselor
C. ___ Friend
D. ___ School flyer, poster, or newspaper
E. ___ Other (Please explain: _____
_____.)

19. What do you understand the purpose of the Intensive Business Seminars to be?

_____
_____
_____
_____

20. Does your understanding of the purpose of the Intensive Business Seminars program relate to your needs? Please explain why or why not?

_____
_____
_____
_____

For Intensive Business Seminars students:

21. Why did you decide to participate in the Intensive Business Seminars program?

_____
_____
_____
_____

22. Describe what you are learning in the Intensive Business Seminars program?

_____
_____
_____
_____

23. How will you use what you are learning in the Intensive Business Seminars program?

_____
_____
_____
_____

24. Overall, how do you feel about the Intensive Business Seminars program?

A. ___ Extraordinarily positive
B. ___ Very positive
C. ___ Positive
D. ___ Not very positive
E. ___ Not positive at all

25. Would you recommend participation in the Intensive Business Seminars program to your friends? Why or why not?

_____
_____

CAREER EDUCATION QUESTIONNAIRE

A career education questionnaire was developed and administered to a sample of junior and senior high school students in Fairfield, Darien, and New Canaan. In particular two high school English classes participated from each of the following high schools: Andrew Warde, Roger Ludlowe, Darien, and New Canaan. Two hundred and twenty students participated. Results are summarized.

CAREER EDUCATION QUESTIONNAIRE: RESULTS

1. Present Grade

0%	A.	Nine
0%	B.	Ten
63%	C.	Eleven
37%	D.	Twelve

2. Sex

48%	A.	Male
52%	B.	Female

3. School Grades

8%	A.	Mostly A's
31%	B.	Mostly B's
34%	C.	About half B's and half C's
27%	D.	Mostly C's
0%	E.	Mostly D's and below

4. Plans After High School

6%	A.	Full-time job
16%	B.	Additional special training
10%	C.	Two year college
66%	D.	Four year college
2%	E.	Undecided

5. Field of Study or Work

10%	A.	Arts and Humanities
11%	B.	Biological Services
47%	C.	Business
21%	D.	Communications
5%	E.	Physical Services
8%	F.	Social Sciences
8%	G.	Trade or Vocational

6. Have Your Studied About Careers In School?

11% A. A great deal
68% B. Somewhat
21% C. Not at all

7. Have You Taken Business Courses?

		Yes	No
A.	Typing	71%	29%
B.	Word Processing	15%	85%
C.	Stenography	21%	79%
D.	Bookkeeping	23%	77%
E.	Business Arithmetic	8%	92%

8. Has Your School Guidance Program Helped You To Understand Your Personal Abilities, Interests, And Values?

34% A. A great deal
53% B. A little
13% C. Not at all

9. Has Your School Guidance Program Helped You To Understand Appropriate Work Attitudes And Behaviors?

39% A. A great deal
42% B. A little
19% C. Not at all

10. Has Your School Guidance Program Helped You To Understand The Nature Of Various Careers And Occupations?

27% A. A great deal
47% B. A little
26% C. Not at all

11. Has Your School Guidance Program Helped You To Understand The Training Necessary For Various Careers And Occupations?

31% A. A great deal
52% B. A little
17% C. Not at all

12. Do You Work Outside School?

8% A. Yes, full-time
69% B. Yes, part-time
3% C. Yes, volunteer work
7% D. Only in the summer
3% E. No

13. How Much Has Working Helped You To Understand Your Personal Abilities, Interests, And Values?

65% A. A great deal
27% B. A little
8% C. Not at all

14. How Much Has Working Helped You To Understand Appropriate Work Attitudes And Behaviors?

68% A. A great deal
29% B. A little
3% C. Not at all

15. How Much Has Working Helped You To Understand The Nature Of Various Careers And Occupations?

40% A. A great deal
39% B. A little
21% C. Not at all

16. How Much Has Working Helped You To Understand The Training Necessary For Various Careers And Occupations?

42% A. A great deal
39% B. A little
19% C. Not at all

17. Have You Heard About The Intensive Business Programs?

6% A. Yes
94% B. No

Additional questionnaire items (18-21) are not reported because they apply only to students familiar with the Intensive Business Program. Since only students indicated familiarity with the program it was felt that this was too small a sample to yield generalizable information.

INTERVIEW SCHEDULE: IBS TEACHERS
AND SCHOOL ADMINISTRATORS

1. What variety of business courses is available in your school?

2. What is the relation of Intensive Business Seminars courses to business courses already in place? Relation of Intensive Business Seminars teachers to high school business teachers?

3. What kind of student do you see as an ideal candidate for the Intensive Business Seminars program? What is the availability of these students in your school?

4. How was recruiting of students for the Intensive Business Seminars program conducted in your school? How effective has recruitment been? Any problems?

5. Describe your Intensive Business Seminars program with regard to areas of study, students, teachers, time, texts, other materials, exit criteria.

6. How helpful has the guidance given you by Cooperative Educational Services been in the development of your Intensive Business Seminars program?

7. What suggestions for change might you have with regard to the Intensive Business Seminars program?

INTERVIEWS WITH BUSINESS DEPARTMENT HEADS, FAIRFIELD, NEW CANAAN, DARIEN, BRIDGEPORT

Fairfield:

The Director of Continuing Education and the Business Department Head of Andrew Warde and Roger Ludlowe High Schools were interviewed. It appears that while the Director of Continuing Education is very enthusiastic about the Intensive Business Program, the business department head has reservations. First, the Director of Continuing Education has identified the Intensive Business Program as a promising educational experience for a particular type of student--the alternate high school student who has not been successful in defining academic or employment goals. With this type of student in mind, the Director of Continuing Education has made extensive efforts to attract and recruit alternate high school students, and even a number of special education students, to the Intensive Business Program. The business department head does not quite see the value of incorporating the Intensive Business Program into the regular school day because he believes that the business department is already offening a quality educational program.

New Canaan and Darien:

The Business Department Head of New Canaan and Darien High Schools were interviewed. In the spring of 1983, New Canaan and Darien were considering offering the Intensive Business Program as a joint effort as part of their continuing education evening program. Not enough students were recruited, even though counselors were informed and many brochures disseminated. Both department heads concurred in their evaluations of their respective students as not being appropriate candidates for the Intensive Business Program. At both high schools, the student population is heavily college bound and motivated almost entirely to establish a high school record impressive to college admission officers. The value of the Intensive Business Program as preparation for entry-level administrative support was seen as alien to these students' immediate goals. As far as placing the Intensive Business Program within the regular high school day, much concern was expressed with regard to competition for students in business courses presently being offered. At both New Canaan and Darien High Schools, recruitment of students for business courses is already difficult. Addition of the Intensive Business Program would only complicate matters.

Bridgeport:

In the Summer of 1984, the Bridgeport Schools agreed to participate in the Intensive Business Program. The business coordinator was enthusiastic but was not able to effectively recruit students. In Bridgeport, the goal was to run the Intensive Business Program in the afternoon.

Placement in the regular high school day was considered and rejected because it was believed that academic students do not have room in their program for non-academic courses. If these students do have room for a vocational elective, it was believed they would elect typing over the Intensive Business Program.

As an afternoon program, it is believed that recruitment was ineffective because students work. Also, an afternoon programs, in one location, would require-transportation home for students. Transportation difficulities compounded by students working after school reduced the number of interested students below the required minimum. The possibility of trying the Intensive Business Program in the evening Continuing Education Program was suggested.

INTERVIEW WITH 1984-85 INTENSIVE BUSINESS PROGRAM TEACHER, FAIRFIELD

The Intensive Business Program teacher at Fairfield was interviewed. This teacher reported mixed feelings about the program. While she is agreement with the objectives of the program, several programmatic weaknesses preclude achieving these objective. These include:

- Inadequate entry level preparation of students
- Large number of student absences
- Inability of students to complete homework assignments partly because they do not own typewriters

The teacher believed that she had to spend so much time on typing that she was not able to even begin accounting, an important component of the course. She recommended that the program use stricter procedures to enroll students, penalize students for excessive absences, and provide practice time for students not able to complete homework at home.

The curriculum guide was considered satisfactory, although this teacher reported that the curriculum is really "no more" than a guide. Activities, materials, and all exercises remain the task of the instructor.

The recommendation of the Intensive Business Program teacher, 1984-85, focused on identifiying a more appropriate student group for the program. Her particular hope would be to attract "committed" adults, individulas who already are motivated and determined to enter the world of business but require additional skills for success.

STUDENT QUESTIONNAIRE: INTENSIVE BUSINESS PROGRAM COMPLETERS

1. In what grade of high school were you in 1983-84?
2. Why did you decide to enroll in the Intensive Business Program?
3. Had you taken any business courses in high school?
4. If yes, how did the Intensive Business Program compare to high school business courses?
5. What are you doing now? School/employment?
6. How did the Intensive Business Program help you?
7. What do you see as weaknesses of the Intensive Business Program?/ strengths?/changes?

INTERVIEWS WITH INTENSIVE BUSINESS PROGRAM COMPLETERS

Of seven students who completed the Intensive Business Program in May 1984, five were interviewed in April 1985. The remaining two could not be reached.

Student #1:

As a senior high school student at Fairfield Alternative, this student was not sure about her plans after high school. At present, she is employed full-time as a receptionist in a doctor's office. This student indicated that the Intensive Business Program was effective in teaching her speed writing and brought her typing speed up to work standards. She believes that the certificate granted by the Intensive Business Program was a "plus" on her resume.

Student #2:

This student completed high school in June 1984 as a special education student. At present, she attends Butler Business School full-time and works part-time in the office of a CPA. She related that her teacher in the Intensive Business Program was "the best teacher of anyone I've had."

Student #3:

This student, a Monroe Alternative High School graduate, is presently employed full-time in a lumber company where she is responsible for a wide variety of clerical and quasi-management tasks. This student expressed high praise for the Intensive Business Program and for the teacher. She sincerely believes that this program has given her directions. While she took several business courses in high school, she believes that the clear business focus of the Intensive Business Program enabled her to obtain very specific business related skills in typing and speed writing. She was one of five candidates for her present position, and the youngest of the five. She believes that the Intensive Business Program Certificate made the difference in her being selected for the position.

Student #4:

This student graduates from Fairfield Alternative in June 1984. At present, she attends Katherine Gibbs full-time and is also employed as a receptionist and typist part-time. This student took assorted business courses in high school. By comparision she assessed the Intensive Business Program as "totally different". Her experiences in the Intensive Business Program, she believes, are helping her tremendously at Katherine Gibbs, especially in shorthand. Her career goal is to become an executive secretary and she believes that the Intensive Business Program helped her to define this goal.

Student #5:

This student, the only male in the Intensive Business Program, came to the program on a scholarship from Jobs for Connecticut Youth. At present, this student is working full-time in an assistant management position in a toy store. His position depends only partially upon skill he learned in the Intensive Business Program.

Appendix B

Regional Steering Committee

INTENSIVE BUSINESS PROGRAM - ADVISORY COMMITTEE

MAILING LIST

JOSEPH GIORGIO
FAIRFIELD PUBLIC SCHOOLS
P.O. BOX 220
FAIRFIELD, CT 06430

JACK HENSHALL
NORWALK PUBLIC SCHOOLS
105 MAIN ST
NORWALK, CT 06852

ROBERT LABER
DARIEN PUBLIC SCHOOLS
P.O. BOX 1167
DARIEN, CT 06820

J. DAVID MAIER
NEW CANAAN PUBLIC SCHOOLS
156 SOUTH AVE.
NEW CANAAN, CT 06840

LEONARD BENNETT
ANDREW WARDS HIGH SCHOOL
MELVILLE AVE.
FAIRFIELD, CT 06430

JOAN BRIGGAMAN
BUREAU OF VOC. SERVICES
ST. DEPT. OF ED.
P.O. BOX 2219
HARTFORD, CT 06106

MS. VERA J. HILLIARD
12 WINDSOR LANE
COS COB, CT 06807

CLAIRE FRIEDLANDER
BELLTOWN SCHOOL
21 BURDICK ST.
STAMFORD, CT 06905

JAMES C. BRAYE
DIR. OF PERSONNEL
CONTINENTAL GROUP
1 HARBOR PLAZA
STAMFORD, CT 06902

JAMES CARLSON
STAUFFER CHEMICAL CO.
NYALA FARM RD.
WESTPORT, CT 06880

JAMES DOYLE
PERSONNEL MANAGER
COMBUSION ENG.
900 LONG RIDGE RD.
STAMFORD, CT 06902

REBECCA COFFEY
SACIA
1 LANDMARK SQUARE
STAMFORD, CT 06901

DONALD OLIVER
DORR-OLIVER
77 HAVEMEYER LANE
STAMFORD, CT 06904

ROBERT PFANN
VICE PRES.
HOWMET ALUMINUM CORP.
475 STEAMBOAT RD.
GREENWICH, CT 06830

ANN FULGHAM
U.S. INDUSTRIES
P.O. BOX 10207
STAMFORD, CT 06904

JOAN ABESHOUSE
C.E.S.
P.O. BOX 2087
NORWALK, CT 06852

DONNA VACCARELLA
BUS. ED. OFFICE
BRIEN MC MAHON H.S.
HIGHLAND AVE
SO. NORWALK, CT 06854

MYRELLA LARA
BILINGUAL OFF.-BD. OF ED.
105 MAIN ST
NORWALK, CT 06852

SUSAN WEINBERGER
BRIGGS CENTER FOR VOC.
350 MAIN AVE
NORWALK, CT 06851

LYN NEVINS
4 HOLLISTER LA.
DARIEN, CT 06820

DR. JUDITH SINGER
OFFICE OF RESEARCH
195 HILLANDALE AVE.
STAMFORD, CT 06902

KENNETH HIGGS
DARIEN H.S.
HIGH SCHOOL LA.
DARIEN, CT 06820

Yvonne Beesley
c/o J. Giorgio
P.O. Box 220
Fairfield, CT 06430

BEST COPY AVAILABLE

SACIA . . . ADVANCING VOLUNTARY BUSINESS LEADERSHIP FOR A CHANGING REGION

August 6, 1982

Mr. Robert Pfann
Vice President
Howmet Aluminum Corporation
475 Steamboat Road
Greenwich, CT 06830

Dear Bob:

Since the June 29th meeting at Stauffer Chemical Corp., at which the Regional Action Plan For Career and Vocational Education was presented, SACIA and the Cooperative Educational Services have been working to establish a Regional Steering Committee of business executives and educational administrators to implement their mutual objectives in business and office occupations.

We are now ready to establish the Steering Committee and with this letter of invitation are asking you to serve as a Charter Member. The Steering Committee's official name is to be The Southwestern Connecticut Regional Education For Work Steering Committee. Its purpose will be to:

"Promote viable action oriented partnerships between the business and education communities which will effectively prepare and guide students for entry into the workforce, especially those who are planning to enter careers immediately after high school."

Its objectives will be to:

- Implement comprehensive vocational education programs as recommended in the Regional Action Plan for Career and Vocational Education in Southwestern Connecticut and SACIA's Human Resources Panel Report.
- Develop pilot projects in the areas of job information retrieval and analysis, curriculum evaluation, curriculum modification, career awareness and placement.
- Develop a pool of resources and expertise needed to support viable education for work projects.

The first meeting of the Steering Committee has been set for:-

Thursday, August 26, 1982

9:30 a.m.

SACIA Conference Room, One Landmark Square, Stamford, CT

At this initial meeting we will discuss a plan and procedures for identifying and getting underway with pilot projects in school systems and area businesses.

Please let us know of your acceptance of this invitation and plans for acceptance by completing and returning the enclosed response card.

Sincerely yours,

Gordon

Gordon Goodlett
Vice President
Regional Economic Development, SACIA

Joan

Joan Abeshouse
Director of Career, Vocational and Adult Education
CES

cc: John Mitovich
Peter Willner

AGENDA

SOUTHWESTERN CT. EDUCATION FOR WORK STEERING COMMITTEE

WEDNESDAY, SEPTEMBER 22, 1982

9:30 A.M., SACIA CONFERENCE ROOM

I. Review of Purposes and Objectives

II. Update
1. Labor Market Information
2. Project Funding Possibilities

III. Pilot Project Development

Pilot Project Purposes:
- To validate program elements that have regional applicability
- To develop a total approach to programming

1. Discussion of Priorities
2. Identification of Model Projects
3. Evaluation of Overall Program

IV. Action Steps Needed

V. Adjournment

BEST COPY AVAILABLE

July 29, 1982

SOUTHWESTERN CONNECTICUT REGIONAL EDUCATION FOR WORK STEERING COMMITTEE

PURPOSE:

To initiate, guide and assist viable action oriented partnerships between the business and education communities which will improve basic education, training, orientation and placement for students planning to enter careers immediately after high school.

OBJECTIVES:

- To implement the recommendations of the Regional Action Plan for Career and Vocational Education in Southwestern Connecticut and SACIA's Human Resources Panel.

- To develop pilot projects in the areas of job information retrieval and analysis, curriculum evaluation, curriculum modification, career awareness and placement.

- To develop a pool of resources and expertise needed to support viable education for work projects.

PROCEDURES:

The Steering Committee will be formed in early September 1982.

Immediately upon formation it will develop a plan for instituting pilot projects in the skill areas related to business and office occupations. The plan will include details for solicitation, review and determination of proposals, committee structure, action areas, and timetables.

After a decision has been made on the planned priorities requests for proposals will be sent to interested school districts and employers for submissions in conformance with the plan.

The Steering Committee will rely on working agreements between one or more school districts and employers for implementation of the pilot projects.

The Steering Committee will be responsible for monitoring progress on the projects and determining timetables and procedures for expanding them; also the proper timetable and procedures for expanding into other occupational areas.

TO: Regional Education-for-Work Steering Committee
Curriculum Subcommittee

Mike Tozzoli, Stamford	Bob Pfann, Howmet Aluminim
Jack Henshall, Norwalk	Dave Radile, Pitney Bowes
Bob Laber, Darien	Don Oliver, Dorr-Oliver
Joe Giorgio, Fairfield	Tony Cice, Olin

Planning Meeting
October 5, 1982

AGENDA

I. Definition of Tasks

A. Job Descriptions - A comparison

a) Employers

b) SOICC

c) Curriculum - related

Need: "standard" competencies for assessing curriculum

B. Existing and Model Secretarial Programs

Need: to collect, compare, evaluate in terms of standard

C. Program Improvement Plans

Need: set timetable and procedures

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October 7, 1982

MINUTES

JOB INFORMATION AND CURRICULUM SUB-COMMITTEE
OF
THE EDUCATION FOR WORK STEERING COMMITTEE

COOPERATIVE EDUCATION SERVICES
OCTOBER 5, 1982

A list of job descriptions and job titles in the administrative support occupations were exhibited and discussed. These were from Olin Corp, the U. S. Census Occupational Classification System and SOICC.

Toni Cice and Cheryl Lemmo of Olin explained the origin and uses of the Olin material. It was used for a career education program in cooperation with Stamford Schools. The job descriptions were derivative. Even though job descriptions are uniform for a given job title there is usually more than one grade level within a job depending on the level of responsibility and reporting relationship.

The quality of entry level people has gone up over the past few years. However, many businesses have imposed a hiring freeze and many good people are not being hired.. A group of area corporations and major employers share information on job definitions, rating systems and salaries. It is known as the Area Discussion Group. Olin Corp has its own internal temporary placement service.

As many as 80% of area high school graduates go on to college. Not much is know about where this group winds up. However school officials at the meeting stated that as many as 67% do not graduate and enter the job market without adequate skills.

Curriculum change is a fluid process not controlled by any single individual. School administrators stated that business can have as much influence on curriculum change as any educator.

The sub-committee decided that its objective would be to address attitudes as well as competencies.

An internship program for high school juniors was suggested where by they could shadow jobs below the managerial and professional level. Some school systems now have good shadow programs for high school students interested in managerial and professional occupations. The need is to get to students for whom college and a managerial or professional career may be the wrong choice and to stimulate their interest in support occcupations.

The sub-committee decided to continue their review of the available information before tackling project proposals in order to pinpoint the most critical needs.

The next task will be to review available information on curriculum content. It will be presented by Bill Clynes of the State Department of Education at the next meeting scheduled for:

Tuesday, October 19, 1982
8:00
SACIA Conference Room - One Landmark Square

. . . ADVANCING VOLUNTARY BUSINESS LEADERSHIP FOR A CHANGING REGION

TO: Members of the Regional Education For Work Steering Committee

FROM: Joan Abeshouse, Gordon Goodlett

RE: Draft of Pilot Project Proposal

Enclosed is the draft proposal for an Intensified Business Seminar curriculum developed at the October 19 meeting of the Curriculum Sub-Committee.

At the next meeting this proposal will be reviewed along with a request for funding from the Connecticut State Department of Education.

The purpose of the meeting will be to seek your endorsement of the proposal, the request for funding and a plan for implementation.

The scheduled time and place for the meeting is:

FRIDAY 19
~~Thursday~~, November ~~18~~, 1982
COOPERATIVE EDUCATION SERVICES
9:00 a.m. ~~SACIA Conference Room~~
ALLEN RD NORWALK
~~One Landmark Square, Stamford~~, CT

Let us know of your availability by return of the enclosed response card.

SOUTHWESTERN AREA COMMERCE & INDUSTRY ASSOCIATION OF CONNECTICUT, INC.
ONE LANDMARK SQUARE • STAMFORD, CONNECTICUT 06901 • 203/359/3220

DRAFT PROPOSAL

INTENSIFIED BUSINESS SEMINARS

OBJECTIVE:

To create an experimental or "pilot" curriculum jointly sponsored by business and local school systems to prepare students for entry level administrative support positions in business and industry.

PURPOSE:

To develop awareness, motivation and competenicies regarding careers in administrative support occupations among students not otherwise considering or preparing themselves for those occupations.

CURRICULUM ELEMENTS:

1. Business Fundamentals
2. Office Procedures and Systems
3. Basic Skills:
    a. Keyboarding
    b. Accounting
    c. Word Processing
    d. Note Taking
4. Career Opoportunities & Employment Seeking Skills

INSTRUCTIONAL ENVIRONMENTS:

1. Classroom
2. Field Trips
3. Internships

BASIC DIMENSIONS:

The program will be structured by area employers and Local Education Agency instructional staff to identify and motivate students with potential for success in administrative support careers in business. It will be presented in an intensified format designed to give students a rapid introduction to the roles, responsibilities and skills required for success in a demanding modern day business environment. More extensive follow-on curricula will be developed for students interested in acquiring specific skills.

STANDARDS:

Admission to the seminars will be based on a demonstration of basic competenicies in reading comprehension, grammar, spelling and mathematics.

Upon completion, each graduate will receive an employability certification from individual school systems which has been endorsed by the Education for Work Steering Committee and area employers. To successfully complete the curriculum, graduates must have demonstrated a basic understanding of business office systems and procedures and pre-determined performance levels in the four basic office skills. Motivation and attitude will also be taken into consideration.

SOURCES OF SUPPORT AND MEANS OF IMPLEMENTATION:

Upon approval by the overall Education for Work Steering Committee formal requests will be made by the Steering Committee for adoption of this curriculum by area school systems and inclusion in their annual budgets.

At the same time a request for supplemental funding from the Connecticut State Department of Education under its Vocational Education Program Improvement Projects will be submitted.

Requests will be made of area employers for endorsement of the employability certification and the development of a uniform definition of minimal skills required for entry into administrative support occupations. Matching funds and or facilities, faculty, field trips, internships and machine time will be essential to the overall curriculum and will also be solicited from employers.

TO: Regional Education For Work Steering Committee

FROM: Joan Abeshouse and Gordon Goodlett

RE: Update and Meeting Notice

DATE: February 1, 1983

We're very pleased to let you know that our proposal, "Intensified Business Seminars", has been funded by the State Department of Education, Division of Vocational and Adult Education, Bureau of Vocational Program Planning and Development.

We will be meeting on Thursday, February 17, from 1:30-3:00 at CES to discuss activities to date and next steps.

School district representatives, please plan to invite those staff persons who will be involved in planning student recruitment and instructional activities.

Agenda

1. Overview
2. Introduction of school staff teams who will be involved in planning and implementing activities.
3. Sharing job-related information gathered to date.
4. Discussion of next steps.

Let us know if you have any questions.

We're on our way!!

Please return by February 14, 1983 to Joan Abeshouse, CES P.O. Box 2087, Norwalk, CT 06852

I (we) will attend the Regional Education For Work Steering Committee Meeting, February 17 at CES.

Name	School Dist/Organization	Title
David McRaith	Pitney Bowes	Training Coordinator

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TO: Regional Education For Work Steering Committee

FROM: Joan Abeshouse and Gordon Goodlett

DATE: December 29, 1982

RE: Update and Plans - "Intensive Business Seminars" Curriculum Project

The enclosed proposal has been submitted to the State Department of Education. If approved, funding will begin July 1, 1983. As many of you know, we were not able to secure funds to underwrite the January - June planning phase, but a strong commitment to this project has been evidenced by the willingness of all agencies involved to contribute staff time and resources to "Phase I" planning activities, as diagrammed on page 18.

Several meetings have been held at SACIA to lay the necessary groundwork for gathering the job-related information that will serve as the under-pinning for curriculum development. Selected employers will be interviewed to determine a representative range of entry-level jobs and the skills, attitudes, and technical competencies required to perform them satisfactorily. Gordon, Joan, Bob Pfann, and management consultant Vera Hilliard have developed these preliminary plans and questionnaires. We are hopeful that this initial activity will be completed by early February, so that information can be shared at our next general meeting, which is scheduled for:

Thursday, February 17, 1983

1:30 - 3:00 p.m.

at CES

As outlined in our proposal (page 11), the agenda for this meeting will include:

1. Review of project expectations
2. Introduction of school staff "teams" who will be involved in implementing the envisaged curriculum.
3. Sharing of job-related information gathered.
4. Discussion of next steps.

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A reminder notice will be sent out in February. Meantime, Steering Committee members from the business community should be aware that they are likely to be contacted shortly for job information. Educators could begin alerting staff members who will attend the February meeting.

Thank you all for the interest and support offered unstintingly to date, which has enabled our important project to get underway.

Please feel free to contact Gordon and Joan with questions or suggestions.

See you in February!

Regional Education for Work Steering Committee

Intensified Business Seminars Project

February 17, 1983

AGENDA

I. Introductions and Update
   Joan Abeshouse, CES
   Gordon Goodlett, SACIA

II. Administrative Support Survey
   Vera Hilliard

III. Next Steps
   1. Curriculum Development:
      formation of a working committee
   2. Student Recruitment
      Projected numbers
      Local timelines and contact people
      Business-industry resources
   3. Other

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TO: Steering Committee, Intensified Business Seminars

FROM: Joan Abeshouse
Gordon Goodlett

RE: Change of Date for Planning Session
Curriculum/Recruitment

DATE: March 2, 1983

The meeting set for next Wednesday, March 9, at SACIA has been rescheduled to the following week:

Wednesday, March 16
9 a.m.
SACIA Conference Room

Gordon will be mailing you the "Administrative Support Job Profile" materials he has compiled from Vera Hilliard's interviews in time for your review prior to the meeting.

We will be using this Job Profile to develop both curriculum guidelines and "marketing" information for student recruitment.

Please return by March 11 to Joan Abeshouse, CES, P.O. Box 2087
Norwalk, CT 06852

Name	School/Organization
_____	_____
_____	_____
_____	_____

will attend the "Intensified Business Seminars" meeting at SACIA on Wednesday, March 16, 1983, at 9:00 a.m.

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. . . ADVANCING VOLUNTARY BUSINESS LEADERSHIP FOR A CHANGING REGION

March 18, 1983

TO: Members of the Regional Education For Work Steering Committee

FROM: Joan Abeshouse, Gordon Goodlett & Vera Hilliard

RE: Report on Administrative Support Occupations in S.W.CT

Enclosed is a copy of a report of the recent survey of occupations, characteristics and requirements.

At our meeting on March 16th we decided to form two sub-committees:

1. To develop specifications on exit criteria. Joan will be coordinating the group that volunteered for this.

2. To develop public relations materials directed at the potential market. This group will meet on Wednesday, March 23, 1983 at 8:00 a.m. in the SACIA conference room. This date has been changed from Tuesday, March 22, 1983, the one originally scheduled. Gordon is coordinating this group.

TO: Regional Education For Work Steering Committee

FROM: Joan Abeshouse, Coordinator of Curriculum Subcommittee

RE: Draft-Criteria for Entry and for Successful Completion of Intensive Business Training Program

DATE: March 30,1983

The curriculum subcommittee met at CES on March 23. In attendance were: Mildred Haskell and Dave Maier, New Canaan; Cosmo Civale, Darien; Len Bennett and Joe Giorgio, Fairfield; Donna Vacarella, Norwalk; Joan Abeshouse, CES.

The committee reviewed and revised a draft of entry and completion criteria submitted by Dave Maier. The enclosed resulting document is now being circulated for comment by the business community.

When a consensus is obtained, each school district's Business Education department will develop its own program enabling students to achieve the approved competencies.

Next steps will also include designing a certificate and transcript.

Input from the business community is particularly sought concerning the content of "accounting" criteria and the assessment/description of decision-making skills.

Note: The bi-lingual program (Norwalk) will consist of the enclosed competencies plus specific competencies in the second language.

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TO: Business/Industry members,
Regional Education for Work Steering Committee

FROM: Curriculum Subcommittee

DATE: March 30, 1983

Intensive Business Training Program

Please review the enclosed draft of entry/exit criteria for the proposed training program, and indicate for each competency whether the level of achievement is adequate/superior/inadequate in relation to your requirements for a "generalist" entry level administrative support position in your organization. If "inadequate", please explain fully.

	(please check:) Adequate	Inadequate	Superior
Keyboarding:	_____	_____	_____

Comments: _____

_____

_____

Notetaking:	_____	_____	_____

Comments: _____

_____

_____

* Accounting:	_____	_____	_____

Comments: _____

_____

_____

Computerized Business Machines:	_____	_____	_____

Comments: _____

_____

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	Adequate	Inadequate	Superior
Management Support Procedures:	_____	_____	_____

Comments: _____

_____

_____

Other:	_____	_____	_____

Comments: _____

_____

_____

Criteria for Entrance:	_____	_____	_____

Comments: _____

_____

_____

Additional Comments:

Please return this form no later than April 15, 1983, to:

Joan Abeshouse
Cooperative Educational Services
P.O. Box 2087
Norwalk, CT 06852

Intensive Business Training Program

I. Criteria for Successful Completion

Successful completion of the Intensive Business Program will be marked by a certificate issued by SACIA upon the recommendation of the teachers of the program. Accompanying the certificate will be a transcript testifying to the following:

Keyboarding: The transcript will record the results of five tests with scores at or above the level of 40 words per minute. Net is defined at the number of words produced at the 6th error cut off (5 errors only). The transcript will also indicate the machine used for each test.

Notetaking: The transcript will record the rate of dictation used in each of five productions of mailable copy by transcribing three minute dictations given at a rate of 80 or more words per minute.

Accounting: The transcript will record the test used and the score achieved on a standardized test covering material included in a course in the fundamentals of accounting. The test will be equivalent to the comprehensive test for Part 2 of the fourth edition of Accounting 10/12 (McGraw-Hill) (see attached). An equivalent application (simulation) may be used in lieu of a comprehensive test.

Computerized Business Machines: On the transcript teachers will testify to the student's 1) facility with the 10 key adder and/or electronic calculator. 2) ability to produce mailable copy from the use of a voice transcriber, and 3) facility with a word processing system including formating, text editing, storing, loading and printing of documents.

Management Support Procedures: The transcript will indicate that the student is familiar with appropriate telephone and reception techniques, the basic rules of records management, procedures for the handling of mail, and with principles of business organization and management.

Other: The transcript will indicate that: 1) the student is familiar with appropriate ways to assess career opportunities, locate and research potential employers, prepare a resume and a job application, participate in a job interview, apply for transfer and/or promotion, and terminate employment; 2) the student is familiar with work habits, personal conduct, hygiene, dress, and interpersonal relationships appropriate to the work environment. The teacher's recommendation for the issuance of a certificate indicates that the student has exhibited appropriate personal conduct, hygiene, dress, and interpersonal relationships over the course of the program, and has decision-making capabilities appropriate to administrative support positions.

Note: Although the certificate and transcript are intended primarily to certify successful completion of the Intensive Business Training Program, they will also be available to students who meet the criteria through a succession of standard high school business education courses.

II. Criteria for Entrance

The intensive nature of the training suggest that successful completion of the program will be dependent upon entering students' having a high level of motivation and at least average proficiency in language and mathematical skills. One measure of both motivation and language proficiency is a written application including references and a writing sample of at least three paragraphs in length followed by a teacher interview.

Language proficiency as evidenced on the application and in the interview is a level of skill in the mechanics of English sufficient to produce mailable copy from transcription of dictation. A measure of mathematical proficiency (and to some degree academic motivation) is the successful completion of one year of algebra.

The assessment of applicants on the entrance criteria is not intended to be exclusionary, but it is incumbent upon teachers to counsel marginal applicants as to probable need for additional remedial work outside the scope of the program.

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SACIA

ADVANCING VOLUNTARY BUSINESS LEADERSHIP FOR A CHANGING REGION

April 22, 1983

TO: Members of the Education For Work Steering Committee

FROM; Gordon Goodlett, SACIA

RE: Draft Publicity Details and Business Response to Curriculum Criteria

Publicity

The sub-committee on publicity has met and forwards to the entire committee the enclosed draft of a flyer for consideration. No plan has yet been worked out for printing and distribution. Also no technical resources outside of SACIA have yet been identified for graphics and writing. So I'm asking that we as a full committee lend our expertise and creative abilities to its finalization.

Certain portions of the narrative have been left blank until final details on curriculum content are worked out. Joan and I will be calling you for individual reactions to it shortly.

These recommendations for the publicity campaign were worked out by the sub-committee at its meeting:

1. The flyer should be distributed to parents, potential enrollees, middle school students, and guidance counselors.

2. School visits by business representatives to explain the program should be arranged as follow-up.

3. "Intensified Business Seminars" is somewhat scary and should not be used as the main title of the program. More attractive wording should be used which emphasizes the benefits to be received from an administrative support career.

4. A contact person in each school system should be identified on the flyer.

5. Mention should be made of the commitments made by business but it should not be suggested that the program will guarantee jobs.

6. It should not be too slick but be something that students can readily identify with. Perhaps they should have a chance to critique it.

SOUTHWESTERN AREA COMMERCE & INDUSTRY ASSOCIATION OF CONNECTICUT, INC.
ONE LANDMARK SQUARE • STAMFORD, CONNECTICUT 06901 • 203/359-3220

Reactions to the Curriculum Criteria

SACIA's Workforce Development Task Force met to consider the entry and exit specifications developed by the curriculum sub-committee. The following is a summary of their comments.

Exit criteria - The level of competency described in each area was judged by all to equal or surpass the expectations of business for entry level workers. Most of the criteria described were technical skill related criteria. More emphasis should be placed on curriculum elements related to the work environment, culture of the company, principles of business organization and personal demeanor.

Entrance criteria - The Task Force felt that the wording used was a bit stringent and likely to turn students off. Measures of basic speaking, writing and computation skills should be used. A composition excerise might be best to measure language skills and a computation test might be better for math than completion of one year of algebra. The Task Force questioned the idea of testing for motivation and suggested that this should be turned around so that it would reflect the degree to which educators and business had successfully motivated students to enroll in the program.

The Task Force was confused by wording in the second paragraph that suggested students must already have some typing and note taking skills in order to enter the program.

May 10, 1983

To: Gordon Goodlett and Joan Abeshouse

From: David Maier

Re: Revision of Entrance and Exit Criteria

The attached revision represents the views of Bob Laber and Cosmo Civali from Darien and Millie Haskell and I from New Canaan. We hope it is responsive to the suggestions Gordon received from the business representatives at his meeting. Specifically we have tried to:

1) increase the emphasis on the general knowledge and attitudes needed across all entry level administrative support positions,

2) decrease the emphasis on specific skills without reducing the level of competency required except in the area of accounting,

3) reduce the level of knowledge and skill required in accounting to the generalized understanding of basic principles accomplished in a half year rather than a full year of study,

4) clarify the intention to have the entrance criteria distinguish among applicants so that those who are marginal can be counseled on their probable need for additional remedial work outside the scope of the program.

One further noted of clarification: the exit criteria are intended to be operational definitions of student performances that can be measured whenever possible and attested to by the teacher where not objectively measurable. They determine the curriculum rather than describe it.

The exit criteria are essential to insure that graduates of the program are acceptably qualified. They also leave the experienced teacher free to select materials and methods to meet those criteria. But they cannot be used to describe to candidates what they will be doing if they enroll in the program. Thus, as Gordon has suggested, something more is needed, something that can be put into the promotional materials.

Next steps: I would ask that Joan determine that these revisions are OK with the educators from Norwalk and Fairfield and that Gordon determine that they better meet the needs of the business community. I will develop a draft description of the program for inclusion in the promotional materials.

cc: Cosmo Civali, Millie Haskell, Bob Laber

Intensive Business Training Program

May 1, 1983

I. Criteria for Successful Completion

Successful completion of the Intensive Business Program will be marked by a certificate issued by SACIA upon the recommendation of the teachers of the program. Accompanying the certificate will be a transcript testifying to the following:

a variety of local business environments

Management Support Competencies: The transcript will indicate that the student is familiar with appropriate telephone and reception techniques, the basic rules of records management, procedures for the handling of mail, and with principles of business organization and management.

The transcript will indicate that: 1) the student is familiar with appropriate ways to assess career opportunities, locate and research potential employers, prepare a resume and a job application, participate in a job interview, apply for transfer and/or promotion, and terminate employment; 2) the student is familiar with work habits, personal conduct, hygiene, dress, and interpersonal relationships appropriate to the work environment. The teacher's recommendation for the issuance of a certificate indicates that the student has exhibited appropriate personal conduct, hygiene, dress, and interpersonal relationships over the course of the program, and has decision-making capabilities appropriate to administrative support positions.

Keyboarding: The transcript will record the results of five tests with scores at or above the level of 40 words per minute. Net is defined at the number of words produced at the 6th error cut off (5 errors only). The transcript will also indicate the machine used for each test.

Notetaking: The transcript will record the rate of dictation used in each of five productions of mailable copy by transcribing three minute dictations given at a rate of 80 or more words per minute.

Fundamentals of Accounting: The transcript will record the test used and the score achieved on a standardized test covering material included in a one semester course in the fundamentals of accounting. The test will be equivalent to the comprehensive test for Part 1 of the fourth edition of Accounting 10/12 (McGraw-Hill) (see attached). An equivalent application (simulation) may be used in lieu of a comprehensive test.

Computerized Business Machines: On the transcript teachers will testify to the student's 1) facility with the 10 key adder and/or electronic calculator. 2) ability to produce mailable copy from the use of a voice transcriber, and 3) facility with a word processing system including formating, text editing, storing, loading and printing of documents.

Note: Although the certificate and transcipt are intended primarily to certify successful completion of the Intensive Business Training Program, they will also be available to students who meet the criteria through a succession of standard high school business education courses.

TO: Regional Education For Work Steering Committee

FROM: Joan Abeshouse Joan

DATE: May 10, 1983

RE: Next meeting - Intensive Business Training Program

A meeting has been scheduled for Wednesday, May 18, 1983, at 2:00 p.m. at CES, to act on the following matters:

1) Curriculum development
2) Publicity campaign and materials
3) Other related items

If you cannot attend, please call Joan Abeshouse at 847-3873.

CES
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11 ALLEN ROAD, P.O. BOX 2087, NORWALK, CONNECTICUT 06852 (203)847-3873
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TO: Steering Committee, Intensive Business Program

FROM: Joan Abeshouse

RE: Final draft of criteria for program;
Next steps

DATE: June 3, 1983

Update

At our planning meeting on May 18, we revised the criteria for entrance and successful completion of IBP in accord with response from the business community. Accounting requirements were reduced, and additional emphasis was placed on knowledge of principles of business management as well as awareness of a variety of local business environments.

Gordon's draft of a program brochure was discussed. A revised version will be mailed out under separate cover.

Next steps

I have enclosed a timeline reflecting my understanding of how each program looks at present. As you can see, there are gaps and perhaps misunderstandings. Please note enclosed letter from the State Department of Education; I will need a completed statement (see enclosed form) from each district's program coordinator to clarify plans at this time. Please return this information to me as soon as possible.

Thank you!

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OBJECTIVE AND OPERATING PLAN
Fiscal Year 19__

Intensive Business Program

DRAFT
6/3/83

ACTION STEPS	COMPLETION DATES
1. Circulate program criteria	J: X
2. a) Develop program specifics for each district (district team)	J: X — A: X
b) Identify teachers Involve counselors	
c) Develop workplace visit/speaker components (business team)	J: X — A: X
3. Complete recruitment flyer prototype; distribute for reproduction by each district before Labor Day	J: X — A: X
4. Media campaign (N.Y.Times, other)	S: X
5. Hold regional sessions for participating teachers/counselors/admin.	S: X
6. Target and recruit students; conduct program Fairfield New Canaan - Darien Norwalk	A: X — S: X → M S: ? → M S: ? → M

Intensive Business Program

Program Designs as provided to date:

1) New Canaan/Darien

Self paced program, offered 2 nights/week, 2 hours/night for one year.

At least two teachers, day staff.

Classes will meet in a variety of labs: word processing, business machines.

20 in-school students, and 10 adults are projected.

2) Fairfield

After school program (2:30-4:30)

10-15 in-school students, 20-30 adults

Credit granted through Independent Study route.

3) Norwalk

Please give an overall description of your program, as it looks presently, providing at least the following information:

1. Plan for curriculum development based on criteria (when, who?)
2. Plan for recruiting and scheduling students (when, how?)
3. Start up date
4. Length of program (semester? year? specific number of hours?)
5. Time of day offered
6. Projected number of in-school students to be enrolled
7. How students will be awarded credit
8. Number of teachers to be assigned
9. How teachers will be paid
10. How $1000 provided by grant to each district will be used
11. What training equipment will be utilized

INTENSIVE BUSINESS PROGRAM

Steering Committee

August 3, 1983

AGENDA

1. Final Approval of Program Brochure Materials
2. Curriculum Development
   a. Update - school activities, materials
   b. Getting business resources in place
   c. Sex equity issues
3. Timelines
   a. Staff orientation
   b. Student recruitment
   c. Implementation

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Intensive Business Program

I. Criteria for Entrance

The assessment of applicants on the entrance criteria is not intended to be exclusionary, but it is incumbent upon teachers to counsel marginal applicants as to probable need for additional remedial work outside the scope of the program.

The intensive nature of the training suggests that successful completion of the program will be dependent upon entering students having a high level of motivation and at least average proficiency in language and mathematical skills. A written application including references and a writing sample of at least three paragraphs in length followed by a teacher interview are required for admission to the program.

The application and teacher interview will be used to determine that candidates have a sufficient skill in the mechanics of English to produce mailable copy and mathematical proficiency equivalent to the successfull completion of two years of high school mathematics.

II. Criteria for Successful Completion

Successful completion of the Intensive Business Program will be marked by a certificate issued by SACIA upon the recommendation of the teachers of the program. Accompanying the certificate will be a transcript testifying to the following:

Management Support Competencies: The transcript will indicate that: 1) the student is familiar with appropriate telephone and reception techniques, the basic rules of records management, and procedures for the handling of mail; 2) the student is familiar with work habits, personal conduct, hygiene, dress, and interpersonal relationships appropriate to the work environment; 3) the student is familiar with appropriate ways to assess career opportunities, locate and research potential employers, prepare a resume and a job application, participate in a job interview, apply for transfer and/or promotion, and terminate employment; 4) the student is familiar with basic principles of business organization and management; and 5) the student is familiar with a variety of local area businesses.

The teacher's recommendation for the issuance of a certificate indicates that the student has exhibited appropriate personal conduct, hygiene, dress, and interpersonal relationships over the course of the program, and has decision-making capabilities appropriate to administrative support positions.

Keyboarding: The transcript will record the results of five tests with scores at or above the level of 40 words per minute. Net is defined at the number of words produced at the 6th error cut off (5 errors only). The transcript will also indicate the machine used for each test.

Notetaking: The transcript will record the rate of dictation used in each of five productions of mailable copy by transcribing three minute dictations given at a rate of 80 or more words per minute.

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(continued on reverse)

BEST COPY AVAILABLE

Computerized Business Machines: On the transcript teachers will testify to the student's 1) facility with the 10 key adder and/or electronic calculator, 2) ability to produce mailable copy from the use of a voice transcriber, and 3) facility with a word processing system including formating, text editing, storing, loading and printing of documents.

Note: Although the certificate and transcript are intended primarily to certify successful completion of the Intensive Business Training Program, they will also be available to students who meet the criteria through a succession of standard high school business education courses.

TO: Joan Abeshouse, Cooperative Educational Services (CES)
Robert K. Laber, Darien Public Schools
Joseph F. Giorgio, Fairfield Public Schools

FROM: Rebecca Barber Coffey
Southwestern Area Commerce & Industry Association (SACIA)

DATE: August 4, 1983

SUBJECT: Minutes of August 3 meeting at CES to discuss the preparation done to date on the Intensive Business Program, a pilot program for the 1983-84 School Year.

In our meeting of August 3, we discussed the progress to date on development and implementation of the pilot Intensive Business Program. Attendees reviewed the Fairfield Schools propectus for the program. Although one was also prepared for the Darien-New Canaan systems, it was not available at the meeting; David Maier of the New Canaan system wrote that prospectus. Mr. Maier is expected to return from vacation by August 22. Attendees also reviewed the draft design prepared by Port Miola Associates for the program brochure. Approval of the design was offered with two small exceptions noted below. CES confirmed that they would offer SACIA $200 from the grant to defray expenses of producing a camera-ready copy of the brochure. Listed below are some key points discussed in the meeting.

1. Ongoing Business Involvement: Ms. Abeshouse, Dr. Laber and Mr. Giorgio support ongoing involvement by business representatives. Two roles are envisioned for a small panel of business representatives: first, to advise teacher and curriculum coordinators; second, to provide assistance as guest lecturers in the programs themselves. The advisory role would be to speak to the teachers at a program orientation session in September and to review written program materials and lesson plans as requested. The lecture role would be to prepare and rehearse a 40 minute lecture on corporate culture and behavioral expectations; the lecture could be done as a three person panel discussion. In addition, the panel of business representatives would help teachers to plan field trips/site visits for students.

2. Teacher Orientation Session: Organized by SACIA and CES, the teacher orientation session would present the Intensive Business Program's history and purpose. The business advisory panel would discuss their proposed program unit on corporate culture and behavior expectations and ask for feedback from the teachers. The teacher orientation session was tentatively scheduled for 3-5 p.m. on Wednesday, September 28, at the SACIA offices in Stamford.

3. Brochure: Intensive Business Program: The draft design of Port Miola Associates for the program brochure was approved by those in attendance (R.B. Coffey, J. Abeshouse, R.K. Laber, J.F. Giorgio) with two small exceptions: a) change the upper limit of the expected salary for administrative support workers from $40,000 -- to a more realistic $30,000; and 2) change the title of the program from Intensified Business Seminars to Intensive Business Program. Both Dr. Laber and Mr. Giorgio indicated that they will need the camera-ready copy of the brochure by August 22 to print and distribute the brochure before school begins.

cc: John Mitovich, SACIA
Jim Carlson, Stauffer Chemical
James Braye, Continental Group
Robert Pfann, Howmet Aluminum

INTENSIVE BUSINESS PROGRAM
Wednesday, October 19, 1983
at SACIA, 1-3 p.m.

AGENDA

I. Introductions
Project Overview

II. Update on Programs

Fairfield
New canaan/Darien

III. The Role of Business

IV. Sex Equity Issues

V. Next Steps

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TO: Steering Committee, Intensive Business Program

FROM: Joan Abeshouse

RE: Update and Future Plans

DATE: November 3, 1983

Meeting of 10/19/83 at SACIA

Present: Jim Braye, Continental Group; Rebecca Coffey, SACIA; Dave Maier, Doug Farrenkopf, New Canaan; Bob Laber, Ken Higgs, Darien; Joe Giorgio, Yvonne Beckley, Fairfield; Lyn Nevins, Joan Abeshouse, CES.

Yvonne, who teaches the Fairfield Intensive Business Program, presented an overview of activities to date. 12 students have enrolled; 4 adults, 5 students from Fairfield's alternative high school, 1 from Monroe's alternative high school, and 2 students underwritten by the Jobs for Connecticut Youth project. (See program description). Yvonne is concentrating on building keyboard skills for the first 10 weeks. (All students have some previous experience). During the second 10 weeks, she will focus on increasing speed, on the production of mailable letters, and on accounting competencies. All students must commit to 2-3 hours homework daily.

Dave Maier summarized program publicity and recruiting activities in New Canaan-Darien. There has been little response to date, so the focus will be on developing new strategies for a January start-up.

Joan told the group that Norwalk would not be participating due to staff cuts.

Next, the role of business in program development was discussed. Jim Braye provided lively insights into "corporate culture". He stressed the need for young people to be sharp observers in order to fit in and survive.

It was agreed that a videotape of Jim and others discussing "the culture of the corporation", would be an ideal way of getting this message into the curriculum. Rebecca will co-ordinate production; Jim will investigate costs.

Another resource is also under develop ment, tours of worksites featuring a variety of administrative support positions and modern office technology. Rebecca is coordinating this too.

- more -

Lyn Nevins discussed sex equity aspects of the project, and outlined ways that she could assist in recruitment, curriculum review, and tour development.

The session closed with a request from New Canaan-Darien that a "marketing" meeting be scheduled as soon as possible to develop recruitment strategies.

Meeting of 10/28/83 at SACIA

Present: Rebecca Coffey, Lyn Nevins, Joan Abeshouse.

The objective of this session was to firm up plans for the videotape, tours, and marketing meeting. November 14, at CES, from 2-4 p.m. was tentatively scheduled as a time to bring school personnel together with a marketing expert.

Upcoming Meetings

Wednesday, November 9 (CES, 1:30 p.m.)	-	Dr. Valerie Pichanick, our grant's project officer from the State Department of Education, will meet with us for an update.
Monday, November 14 (CES, 2:00 p.m.)	-	Marketing meeting.

Communication Between
CES and BVPPD
re: Intensive Business Program

November 9, 1983

Update meeting at CES.
Present: Valerie Pichanick, Joan Briggaman, Joe Giorgio, Dave Maier, Bob Laber, Lyn Nevins, Joan Abeshouse.

The status of all district programs was reviewed at this meeting. It was noted that Norwalk had withdrawn due to staff cuts; that the Fairfield program was running successfully; that New Canaan and Darien had not succeeded in recruiting any students during the fall, but were redoubling efforts to run the program 2nd semester.

January 19, 1984

A midyear report was submitted to BVPPD documenting difficulties in recruitment. "The project is far below target numbers and is presently focusing on improved recruitment methods".

January 26

The Project Director called New Canaan and Darien to find out if 2nd semester plans were a "go"; learned that there had not been sufficient interest to run a program.

The Project Director then took the following action.

1) notified CES Director of Instructional Services.
2) called Project Consultant Dr. Valerie Pichanick and Business/Office Ed. Consultant Joan Briggaman, set up appointment for February 10 to discuss concerns.
3) set up "update and reassessment" meeting of the project's steering committee for February 22.

February 10

The Project Director met at SDE with Valerie Pichanick and Joan Briggaman.

The PD's suggested directions for project were reviewed (see attached).

Valerie stated that the project was in jeopardy. A decision was made to meet with Joe Giorgio before recommending action.

February 15

The Project Director, Valerie Pichanick, and Joe Giorgio met in Fairfield. Following discussion, objectives for the remainder of the year were outlined. Valerie asked the P.D. to send these objectives to her, along with a revised budget reflecting changes based on the activities outlined. Valerie gave a budget revision form to the P.D.

February 17

P.D. was notified by Bureau Chief Elizabeth Schmitt that project was recommended for termination.

TO: Valerie Pichanick, Ph. D.
Joan Briggaman, State Consultant, Business and Office Education

FROM: Joan Abeshouse
Project Director, Intensive Business Program

DATE: February 10, 1984

RE: Recommended directions for project

I. Produce a model curriculum

a. Reallocate funds to provide for curriculum writing by Yvonne Beckley; a New Canaan teacher; and Len Bennett, @ $150 each ($12/hour). The team will also include Lyn Nevins (Sex Equity), Joan Briggaman, and SACIA advisors.

II. Recommend a marketing/recruitment plan

a. Revise brochure, produce new prototype

b. Develop multifaceted plan; pilot for purposes outlined in III below.

III. Expand regional approach

a. Contact alternative secondary programs, CWE programs, JTPA programs to recruit in-school participants for the existing Fairfield program. Establish credit-granting mechanisms.

b. Conduct informational activities with regional Business Education department heads and teachers with a view to introduction of the program in at least one other district next year.

c. Explore possibility of CES coordinating a regional program.

CES
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11 ALLEN ROAD, P.O. BOX 2087, NORWALK, CONNECTICUT 06852 (203)847-3373
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TO: Steering Committee, Intensive Business Program

FROM: Joan Abeshouse
Project Director

RE: Project Update/Assessment Session
Wednesday, February 22, 1984
9-11 a.m. at CES

We've scheduled a meeting to review the status of our project and draft plans for the most productive outcome(s) by June 30, 1984.

It's apparent that enrollment figures will not approach projections. However, in the coming months we can examine the pilot program underway in Fairfield, as well as the Darien-New Canaan experiences, in order to recommend:

- a model curriculum
- an effective "marketing"/recruitment plan
- specific business resources for the program
- other guidelines for regional implementation

Please plan to attend this important meeting.

.....

Please return by February 17 to Joan Abeshouse, CES, Box 2087, Norwalk, CT 06852

I will_____ will not_____ attend the Intensive Business Program Update Meeting Wednesday, February 22, 1984 at CES.

Name_____

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Through the leadership of CES, and in conjunction with the business community and several school districts, competencies were defined for administrative support entry level positions. These positions had, in an earlier study, been identified by business leaders and state department career education consultants as in great need of suitable job candidates in the Fairfield County area.

An intensive business program was developed to enable students to meet the defined competencies.

Students recruited into the intensive business program have been successful in the program; their attendance rate is high, their drop-out rate is low, and their success in the job market (placement and/or advancement) is impressive.

The weakness of the intensive busines program has been in the recruitment of students. However, the reasons are unclear. The recruitment problem may be related to minimal start-up time and as a result minimal advertising and recruitment time, misidentification of the targeted population, inadequate recruitment techniques, or to dynamics in the regular high school business department which undermine the program.

It is critical that efforts be made to analyze the recruitment issue to enable the intensive business program to expand, and, perhaps more importantly, to provide information to other towns interested in establishing a similar program. Otherwise, as all too often happens in education, the same ground is explored again and again without benefiting from the experience of others

Dr. Judith Singer
Manager, Research and Development
Stamford Public Schools
195 Hillandale Ave.
Stamford, CT

(Evaluator, Intensive Business Program)

NEW CANAAN PUBLIC SCHOOLS
NEW CANAAN CONNECTICUT 06840

William C. French, *Supt. of Schools*
John Vincenti, *Business Manager*
J. David Maier, *Asst. Supt.*
Stephen E. Rubin, *Asst. Supt.*

Area Code 203 — 966-9575

March 7, 1984

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Dr. Peter Wilner
Executive Director
Cooperative Educational Services
11 Allen Road - P.O. Box 2087
Norwalk, Connecticut 06852

Dear Peter,

Having been geared up for both of the previously scheduled meetings with the SDE, I am disappointed that the latest meeting time locks me out. Thus this brief note to reinforce what I have already told you and Lois Libby and Joan Abeshouse, and incidentally also to reinforce Bob Laber's letter of March 1.

The Intensive Business Program is outstanding. It comes out of several years of dedicated (and unrewarded) service by CES, SACIA, and representatives like me from the area school systems. We have reached agreement on which need of area business to address, how schools can best address that need, and how to divvy up the things to be done among those who best can do them.

In 35 years in this school business I have learned to be skeptical of joint school/business committees. They seem to do nothing but talk, and ultimately the talk ends up with each group lecturing the other. This time things are different.

In the exit criteria that have been jointly developed we have a curriculum outline. There is no need for us to copy or duplicate existing curriculum materials. Each business education teacher in the region has existing curriculum for developing keyboarding and other skills.

In the exit criteria we also have performance objectives that are specifically tailored to meet the needs identified by area businesses and measurable by the teachers. The "transcript" that goes with each student completing the program testifies to that student's specific level of competency.

So much for our successes. Now for our failures.

We did not recruit a sufficient population of New Canaan and Darien students for the program to run in our towns. Despite a lot of thought and effort by school people and SACIA folk, we bombed. I don't know why we bombed, but I think the program is good enough to try to find out why and do something else or more.

March 7, 1984

There are sufficient enrollments in individual skill areas to run programs at present. These programs are operational in New Canaan now and I see them continuing. The trick is to get the students enrolled in those individual skill courses to put it all together into a package.

And let's not forget that Joe Giorgio is a better man than I. He has a regional program going in Fairfield. I will do whatever I can to support its continuation.

A parting thought. I go back far enough to remember when the SDE was allied with local school systems in trying to do what's best for kids. Are they still?

Sincerely yours,

J. David Maier
Assistant Superintendent

JDM:ns

Joan Abeshouse

darien public schools • administrative offices
box 1167 • darien, connecticut 06820-0441 • tel. 203-655-7641

March 1, 1984

MAR 5 1984

Dr. Peter Willner
Executive Director
Cooperative Educational Services
11 Allen Road
Norwalk, CT 06852

Dear Peter:

As I will be unable to attend the Tuesday morning, March 6th meeting, I am writing this letter relative to your discussions with the State on our intensive business project.

From our perspective a couple of important things have been accomplished as a result of this pilot project.

An inventory of entry level competencies have been developed as a cooperative effort between local business and area school districts. This has been important because it will enable us to more effectively tailor and package existing curricula in the area of business and office education. The project has also given us an opportunity to develop a mechanism for two school districts to work together.

I am still perplexed about why we have not been able to generate a clientele for this evening program as yet. In addition to information disseminated in the usual ways, i.e., newspaper articles and information brochures, teachers in our business department also counselled individual students about the benefits of this program. To date, we have only had three students go over to New Canaan indicating an interest in this program. I can only account for this in the following ways. The student population of Darien High School has traditionally been college preparatory. It may therefore take substantially more motivation for these students to pursue an unusual program of this kind. It is also worth noting that we do not have a tradition of evening school here in Darien and the prospect of taking courses in non-traditional hours, particularly in a neighboring town, may take quite a bit more selling. Since we have not gone through one entire year as yet in trying to mount this program, I cannot say whether or not the success of an evening course of this kind might be related to the time of year. A final important point is that our High School Catalog is readied for publication by November. Therefore, we had no opportunity to carry the description of the intensive business course in this most important communication document. It is incidentally published in the catalog for next year.

robert k. aber • assistant superintendent: curriculum and program evaluation

We still feel the intensive business project, as it was designed, is a very good concept. I am disappointed we have not found the right place and time slot for it as yet. We intend to hold on to the idea and all we have learned from this project and hope to establish this program in some way.

In the event that there may be an opportunity to keep grant funding alive, my suggestion would be to redirect its goals as follows:

1. Continue with the plan to develop the information video tape on "the culture of the work place". This would be most useful as it will be put together by the business people from SACIA. This is probably the most important curriculum project related to the program that could occur at this time.

2. Redirect our efforts into developing a marketing campaign for the intensive business program. SACIA members might be most helpful to us in this regard.

Hoping for better results as time goes on, I remain,

Yours truly,

Robert K. Laber, Ed.D.
Assistant Superintendent

RKL/lma

cc: James J. Loughran
J. David Maier

Cooperative Educational Services
11 Allen Road • P.O. Box 2087 • Norwalk, Connecticut 06852 • (203) 847-3873

MEMORANDUM

Date: March 21, 1984

TO: Joan Abeshouse
Lois Libby

FROM: Peter T. Willhelm

RE: INTENSIVE BUSINESS EDUCATION SEMINAR PROGRAM

Clem Green contacted me on Friday to discuss the State's decision regarding the Intensive Business Education Seminar program. The State will not terminate the program. However, they are requesting the following:

1. CES will extend the program an additional six months in an effort to enroll more students.

2. The SDE will have an opportunity to meet with Dr. Judy Singer and the project staff to develop the evaluation design.

Please advise what our position should be with reference to the aforementioned. I need to call Mr. Green by Friday, March 23rd with an answer.

PTW:KDB

An Equal Opportunity Affirmative Action Employer

Copy

TO: Intensive Business Program Steering Committee

FROM: Joan Abeshouse

RE: Update on Project Status

DATE: April 3, 1984

I have just received official notification from Peter Willner that the State Department of Education has reversed its position regarding the Intensive Business Program, and is extending the contract into FY85, with the understanding that:

1) No additional funds will be provided, but FY84 monies will be carried over to meet expenses;

2) More than one LEA must have students in the program next year;

3) The SDE will have input into the evaluation plan;

4) The final report will be submitted by April 15, 1985.

The strong personal and written support given by Rebecca, Joe, Dave, Bob, Judy, and Lyn was critical in convincing Associate Commissioner Green to extend our contract.

Thank you all for your help! I'll be in touch with you soon on next steps.

COOPERATIVE EDUCATIONAL SERVICES
11 ALLEN ROAD, P.O. BOX 2087, NORWALK, CONNECTICUT 06852 (203)847-3873
An Equal Opportunity Affirmative Action Employer

Cooperative Educational Services
11 Allen Road • P.O. Box 2087 • Norwalk, Connecticut 06852 • (203) 847-3873

April 24, 1984 - Meeting at State Department of Education
Present: Valerie Pichanick, Joan Briggaman, Joan Abeshouse
Re: Extension of Intensive Business Program grant

I. Outline - where are we going?

a) Fairfield 15?
Darien/New Canaan 15?
Try to set target numbers.

b) Keep log of contacts made

c) Document approaches to recruit non business-enrolled students

d) Involvement of superintendents needed (followup by Peter)

II. Evaluation

Have Evaluation insruments ready for program evaluation -
Develop questions for Fairfield:

a) target population
- existing, potential (who is this best suited for?)

b) evaluation of student performance
skill level
attendance
recruitment - placement

c) teachers assessment - suggestions
length of time
methods -

d) how does combining youth/adults work out?

III. Use funds for teacher stipends; regional committee

Len Bennett
Yvonne Beckley
Darien
New Canaan
CES

IV. Aims

a) At least 2 programs up & running

b) Total of 30 students (min)

c) target students not enrolled in business programs -

d) Fairfield - into course of study 84-85 - in day program 85-86

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AGENDA

Intensive Business Program

April 27, 1984

I. Update

a. Joan's meeting 4/24 with Valerie Pichanick and Joan Briggaman at the Department of Education

b. Fairfield

c. Darien/New Canaan

d. SACIA

II. Video Viewing

III. SACIA Certificate of Employability

IV. Other

Cooperative Educational Services
11 Allen Road • P.O. Box 2087 • Norwalk, Connecticut 06852 • (203) 847-3873

Copy

July 17, 1984

George Deeb
16 Sherman Avenue
Trumbull, CT 06611

Dear George,

I'm enclosing some materials that will give you an overview of the "Intensive Business Program" background, design, and activities to date. The pilot program, developed cooperatively by representatives from SACIA, CES, and Fairfield, Darien, and New Canaan Public Schools, was supposed to run in 2 sites: Fairfield (Andrew Warde H.S.) and New Canaan H.S. Only Fairfield enrolled enough students to run it. One of the major problems we encountered was the lack of enough applicants in these college-oriented towns.

By the end of July I will have the curriculum guide in hand, as well as the official SACIA certificate, and I look forward to sharing these with you and Joe.

I'm committed to this concept, and am so pleased that you are interested in exploring the possibilities for Bridgeport. If this is not appropriate for a town like Bridgeport then we really need to go back to the drawing boards!

Regards,

Joan Abeshouse
Director of Vocational &
Adult Services

JA:mm
encl.

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Cooperative Educational Services
11 Allen Road • P.O. Box 2087 • Norwalk, Connecticut 06852 • (203) 847-3873

Copy

September 6, 1984

Mr. George Deeb
Central High School
1 Lincoln Blvd.
Bridgeport, CT 06606

Dear George,

Thanks so much for your interest and assistance in trying to get the Intensive Business Program off the ground at Central.

I'm enclosing some copies of a program overview for counselors who are recruiting students.

If you think there is any possibility of recruiting students from Kolbe, Harding, or P.C.A. I'd be happy to follow up on that.

I'll be in touch next Friday to find out who's interested.

Thanks again for your help.

Best regards

Joan Abeshouse

JA/mm
encl.

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Appendix C

Project Personnel and Other Participants

Project Staff

Project Coordinator	Joan Abeshouse CES Director of Vocational and Adult Services
Project Evaluator	Dr. Judith Singer, Research Specialist Stamford Public Schools
Sex Equity Specialist	Lyn Nevins

Educators and business/industry personnel who participated are listed in the acknowledgement section and on the Regional Steering Committee list (Appendix B).

Yvonne Beckley taught the Year I (83-84) Intensive Business Program in Fairfield, and was chiefly responsible for the curriculum guide.

Joan Jarusinski taught the 1984-85 program.

Both teachers were on the Wilton Public Schools daytime staff.

Appendix D

Certificate of Achievement

Certificate of Achievement

Stephanie Lawrence
(NAME)

has successfully completed the Intensive Business Program offered by the FAIRFIELD PUBLIC SCHOOLS' ADULT/CONTINUING EDUCATION DEPARTMENT and has met the high standards set by employers and educators in the skill areas listed on the back of this certificate.

(LOCAL ADMINISTRATOR)

PETER WILLNER, CES

GEORGE B. HARVEY, SACIA

STEPHANIE LAUDERDALE

INTENSIVE BUSINESS PROGRAM

The bearer of this certificate has demonstrated the following competencies:

Management Support

- ✓ appropriate telephone and reception techniques
- ✓ the basic rules of records management
- ✓ procedures for handling mail
- ✓ work habits, personal conduct, hygiene, dress, and interpersonal relationships appropriate to the work environment
- appropriate ways to assess career opportunities, locate and research potential employers, prepare a resume and a job application, participate in a job interview, apply for transfer and/or promotion, and terminate employment
- ✓ familiarity with basic principles of business oryanization and management
- familiarity with a variety of local area businesses

Keyboarding

30 words per minute (1 error or less per min.) on IBM Selectric (machine)

Notetaking

rate of dictation 40 words per minute

Fundamentals of Accounting

- ✓ can analyze financial data to determine if an item is debit or credit
- ✓ can prepare a balance sheet
- ✓ can make journal entries and prepare a ledger
- ✓ can prepare statement of owners equity
- ✓ can prepare trial balance

Computerized Business Machines

Facility with:

- ✓ 10 key adder and/or electronic calculator
- _____ voice transcriber
- _____ word processing system
- -other _____ (specify)

Communication Skills

- ✓ can correctly apply the elements of grammar and the mechanics of the English language in both oral and written communication

Decision-Making Skills

- ✓ can effectively use decision-making skills appropriate to administrative support positions.

Yvonne B. Beckley
Teacher's Signature

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Appendix E

Budget

PROGRAM 80

INTENSIVE BUSINESS PROGRAM

(2/28/85)

Grant Period 8/1/83-4/30/85

REVENUES

		YEAR-TO-DATE	APPROVED GRANT AMOUNT
	GRANT AWARD	19,932.00	19,932.00
	Expenditures		
80-525-111-3	Program Manager	5,416.91	5,250.00
80-527-111-3	Evaluator	2,239.96	2,000.00
80-536-111-3	Program Sex Equity Spec.	750.00	1,500.00
80-575-112-3	Secretary	1,013.61	1,000.00
80-600-200-3	Fringe	1,734.00	1,950.00
80-620-312-3	Consultants/Stipends	1,917.00	3,000.00
80-702-411-9	Instruct Sup./Advert	253.91	250.00
80-736-340-3	Printing & Duplication	1,000.00	1,000.00
80-738-340-3	Postage	250.00	250.00
80-739-490-3	Office Supplies	250.81	250.00
80-741-340-3	Telephone	600.00	600.00
80-744-490-3	Workshop Cost	300.00	300.00
80-750-332-3	Travel	600.67	600.00
80-996-390-3	A & S	1,982.00	1,982.00
		18,308.87	19,932.00
	Amount Over/Under Budget	*1,623.13	

*To Be Returned To State

Appendix F

Publicity/Dissemination
Materials

DARIEN, NEW CANAAN VENTURE

Business skills program proposed for schools

NEW CANAAN — A $20,000 grant will give Darien and New Canaan high school students the chance to learn business education at night, if their boards of education approve the state-funded pilot program.

The program will give students who are not enrolled in daytime business classes at New Canaan and Darien high schools the chance to learn typing, speed writing, accounting and operation of computerized business machines, according to David Maier, New Canaan assistant school superintendent.

Other area school districts expected to start similar programs are Stamford, Norwalk and Fairfield.

The program has been in the planning stages for a year in a joint effort with both school districts and representatives of Cooperative Educational Services and the Southwestern Area Commerce and Industry Association of Connecticut Inc. in Stamford, Maier said.

"It's a win-win situation," he said. The program will give students employment training, if they choose not to go to college, or work while attending college, and it will give businesses a trained employment pool to draw from.

"The students will have to meet graduation criteria set by the schools and industry," Maier said. "It will give them employability - it beats stocking shelves at the A&P," Maier said.

Industry became involved, he said, "when they recognized they weren't getting adequate numbers of candidates" for business-related positions.

All of the program costs will be paid for by the state grant, and classes will be held in New Canaan High School.

The classes, to be offered two nights per week, cannot be taken by students in lieu of attending daytime classes, Maier said, because they are aimed at students who are not enrolled in daytime business education classes.

Maier said that nearly three-quarters of all New Canaan High School graduates have not enrolled in business education classes, many times because of their college-preparatory schedule.

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Notes

Notes

Sponsored by:

Cooperative Educational Services
11 Allen Road
P.O.Box 2087
Norwalk, Connecticut 06852
(203) 847-3871

The regional educational service center for Southwestern Connecticut

Southwestern Area Commerce and Industry Association
Suite No.230
One Landmark Square
Stamford, Connecticut 06901

Design By Rat Wallis Associates
Illustration by Leslie Szabo

Train for Rewarding Careers

Intensive Business Program

DARIEN/NEW CANAAN

Enroll in as many of the following instructional periods as are necessary to complete the program at your own pace.

Sept. 26-Nov. 17
Nov. 29-Dec 22 (4 weeks)
Jan. 23-March 21 (no classes Feb. 13-20)
April 2-May 31 (no classes April 16-18)

No charge for students currently enrolled at Darien or New Canaan High Schools. Adults from Darien and New Canaan--$60 for each 8 week unit and $30 for the 4 week unit.

TO ENROLL CALL

972-1751

more information available at the Guidance Office

Careers

The Intensive Business Program is a new curriculum designed to provide an accelerated introduction to one of the most rapidly growing career fields in Southwestern Connecticut's dynamic service economy. It is available to students showing a desire to learn more about this career field.

What is the Most Rapidly Growing Career Area in Southwestern Connecticut?

According to recent studies by the Southwestern Area Commerce and Industry Association, Administrative Support occupations are growing faster than any other in lower Fairfield County's dynamic office and service economy.

Administrative support jobs include any which are responsible for the creation, storage and maintenance of information, correspondence, records and data for business.

What Can I Expect From an Administrative Support Career?

Administrative Support jobs are quite varied and exist in almost every kind of company. In our region, corporations and executive offices seek hundreds of new administrative support workers for increasingly demanding work opportunities each year. Typically entry level workers will start as secretaries, data entry keyers, typists, receptionists and general office clerks. They can progress to a person's interests and skills, they can progress to administrative positions such as Administrative Assistant and Executive Secretary; or technically oriented positions such as Accounts Clerks, Bookkeepers, Auditors, Computer Equipment Operators and Computer Operations Supervisors. Starting pay is generally around $10,000 to $12,000 and can go as high as $30,000 for the most responsible positions.

Opportunities

Many of these jobs can lead to managerial and professional level work with the right training and initiative. Pure specialized duties also exist such as Benefits Clerk and Statistical Typist with good pay, benefits and working conditions. However, Administrative Support workers in a modern office environment increasingly need to be trained as generalists capable of performing well in many situations.

How Do I Learn More About These Opportunities?

The business community and local school systems in Southwestern Connecticut in affiliation with the Southwestern Area Commerce and Industry Association (SACIA) and Cooperative Education Services (CES) have created a new educational program entitled "Intensive Business Seminars". It is designed to provide training and exposure to students to assure success in the kind of modern office environment typically found in Southwestern Connecticut. Students interested in learning more about these opportunities and preparing for them may now register.

Training

What is the Purpose of This Program?

The program is designed to develop broad competencies, awareness and a motivation for pursuing careers in Administrative Support work. Business and industry is looking for people who have well rounded skills. Mature judgement, good attitudes and the motivation to accept the demands and challenges these careers present.

What Will the Training Consist Of?

Intensive business training encourages students to work at their own pace to develop the following administrative support competencies:

- keyboarding (typing) at a minimum of 40 words per minute.
- notetaking (dictation) at a minimum of 80 words per minute.
- familiarity with business machines such as the computer, voice transcriber, and electronic calculator.
- fundamentals of accounting.
- principles of business organization and management, including familiarity with the various office environments typical of Southwestern Connecticut.
- office procedures including reception and telephone techniques, records management, handling of mail.
- work habits and personal conduct appropriate to the business office.

Enrollment

- how to find and keep a job.

Business and industry will provide teachers, visitation sites, machine time and other experiences designed to build in a student familiarity with the environment for Administrative Support careers. Students will also be exposed to business objectives and the way a modern business is organized to achieve them.

How Do I Enroll in the Program?

Each student entering the [illegible] must have a basic level of [illegible] and in reading, writing and math. Courses will be offered at various times depending on the needs of the [illegible]. Students interested in participating in the program should contact the high school administrator of vocational education for exact details.

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NEW CANAAN, CT.
1983-84 EVENING PROGRAMS

INTENSIVE BUSINESS PROGRAM (DARIEN/NEW CANAAN RESIDENTS ONLY)

WHAT: A regional evening educational program supported by the Southwestern Area Commerce and Industry Association of Connecticut. Students work at their own pace to develop administrative support competencies:

- Keyboarding (typing) at a minimum of 40 words per minute.
- Notetaking (dictation) at a minimum of eighty words per minute.
- Familiarity with business machines such as the word processor, voice transcriber, and electronic calculator.
- Fundamentals of accounting.
- Principles of business organization and management.
- Office procedures including reception and telephone techniques, records management, handling of mail.
- Work habits and personal conduct appropriate to the business office.
- How to find and keep a job.

WHEN: Monday and Wednesday evenings from 7:30 - 9:30 p.m. for three 8-week instructional units and one 4-week individualized laboratory unit. Students may enroll at the beginning of any of the following units:

September 26 - November 17
November 29 - December 22 (4-week unit)
January 23 - March 21 (no classes Feb. 13 - 20)
April 2 - May 31 (no classes April 16 - 18)

WHERE: New Canaan High School business education department.

WHO: Open to residents of Darien and New Canaan. Priority will be given to 12th and 11th grade students of Darien and New Canaan High Schools.

ADMISSIONS INTERVIEW: The intensive nature of the training suggests that successful completion of the program will be dependent upon entering students having a high level of motivation and at least average proficiency in language and mathematical skills. A written application including references and a writing sample of at least three paragraphs followed by a teacher interview are required for admission to the program.

COSTS: Tuition of adults is $60 for each 8-week instructional unit and $30 for the 4-week individualized laboratory unit (Nov. 29-Dec. 22). Tuition costs for 12th and 11th graders are paid by a state grant. Students may be excepted to purchase textbooks and workbooks.

CERTIFICATE AND TRANSCRIPT: Successful completion of the Intensive Business Program will be marked by a certificate issued by Southwestern Area Commerce and Industry Association of Connecticut. Accompanying the certificate will be a transcript specifying speeds in keyboarding and notetaking, degree of familiarity with fundamentals of accounting, facility with computerized business machines, and other administrative support competencies.

Application to:

The Intensive Business Program

Office Use:

Date:_____ Tuition:_____

Interview Date:_____ Time:_____

Name_____

Address:_____

City:_____/ Grade:_____ Counselor:_____

State/Zip:_____/ Last English course/GRADE_____

Telephone:_____ SS#_____

A copy of report card/transcript required.
High School Currently Attending:

Last Math course/GRADE_____

For those students re-entering the job market, please indicate below your previous educational background.

High School/Where/Grades completed/_____

College/Where/Program/Completed/_____

In the space provided below in your own handwriting, please state your reasons for taking this INTENSIVE BUSINESS PROGRAM, your GOALS, and why should you be considered for this program.

If you need additional room, please use the other side of this form.

JOBS FOR CONNECTICUT YOUTH--

Scholarships available for students demonstrating financial needs.
CONTACT JANICE MARTIN 335-3800
BIC (BRIDGEPORT INDUSTRY COUNCIL)

20 SESSIONS

2 Semesters 20 Weeks
Tuesdays and Thursdays 7 - 9 P.M.
September 27 - December 8, 1983
January 31 - April 12, 1984

PROGRAM COST

$250.00 Course Fee (Submit with registration)
$100.00 Texts and Materials (Payable in class)

REGISTRATION POLICY

Complete registration form and check payable to FAIRFIELD PUBLIC SCHOOLS CONTINUING EDUCATION.

NO REFUNDS AFTER SECOND WEEK OF CLASSES. TOTAL AMOUNT REFUNDED IF PROGRAM IS CANCELLED DUE TO INSUFFICIENT REGISTRATION.

Sponsored by:

ces
Cooperative Educational Services.

Southwestern Area Commerce and Industry Association

Design by Port Nidila Associates
Illustration by Leslie Stano

Notes

Notes

Train for Rewarding Careers

Intensive Business Program

FAIRFIELD PUBLIC SCHOOLS

ADULT AND CONTINUING EDUCATION DEPARTM

255-83

(See back cover for further registrati information.)

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Careers

The Intensive Business Program is a new curriculum designed to provide an accelerated introduction to one of the most rapidly growing career fields in Southwestern Connecticut's dynamic service economy. It is available to students showing a desire to learn more about this career field.

What is the Most Rapidly Growing Career Area in Southwestern Connecticut?

According to recent studies by the Southwestern Area Commerce and Industry Association, Administrative Support occupations are growing faster than any other in lower Fairfield County's dynamic office and service economy.

Administrative support jobs include any which are responsible for the creation, storage and maintenance of information, correspondence, records and data for business.

What Can I Expect From an Administrative Support Career?

Administrative Support jobs are quite varied and exist in almost every kind of company. In our region, corporations and executive offices seek hundreds of new administrative support workers for increasingly demanding work opportunities each year. Typically entry level workers will start as secretaries, data entry keyers, typists, receptionists and general office clerks. Depending upon a person's interests and skills, they can progress to administrative positions such as Administrative Assistant and Executive Secretary; or technically oriented positions such as Accounts Clerks, Bookkeepers, Auditors, Computer Equipment Operators and Computer Operations Supervisors. Starting pay is generally around $10,000 to $12,000 and can go as high as $30,000 for the most responsible positions.

Opportunities

Many of these jobs can lead to managerial and Professional level work with the right training and initiative. More specialized duties also exist such as Benefits Clerk and Statistical Typist with good pay, benefits and working conditions. However, Administrative Support workers in a modern office environment increasingly need to be trained as generalists capable of performing well in many situations.

How Do I Learn More About These Opportunities?

The business community and local school systems in Southwestern Connecticut in affiliation with the Southwestern Area Commerce and Industry Association (SACIA) and Cooperative Education Services (CES) have created a new educational program entitled "Intensive Business Seminars". It is designed to provide training and exposure to students to assure success in the kind of modern office environment typically found in Southwestern Connecticut. Students interested in learning more about these opportunities and preparing for them may now register.

Training

What is the Purpose of This Program?

The program is designed to develop broad competencies, awareness and a motivation for pursuing careers in Administrative Support work. Business and industry is looking for people who have well rounded skills, mature judgement, good attitudes and the motivation to accept the demands and challenges these careers present.

What Will the Training Consist Of?

Intensive business training encourages students to work at their own pace to develop the following administrative support competencies:

- keyboarding (typing) at a minimum of 40 words per minute.
- notetaking (dictation) at a minimum of 80 words per minute.
- familiarity with business machines such as the computer, voice transcriber, and electronic calculator.
- fundamentals of accounting.
- principles of business organization and management, including familiarity with the various office environments typical of Southwestern Connecticut.
- office procedures including reception and telephone techniques, records management, handling of mail.
- work habits and personal conduct appropriate to the business office.
- how to find and keep a job.

Business and industry will provide speaker visitation sites, machine time and other experiences designed to build in a thorough familiarity with the environment for Administrative Support careers. Students will also be exposed to business objectives and the way a modern business is organized to achieve them.

How Do I Enroll in the Program?

Each student entering the program must demonstrate a basic level of achievement in reading, writing and math. Courses will be offered at varying times depending on the school system. Students interested in participating in the program should contact their school administrator of vocational education for exact details.

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NEW

INTENSIFIED BUSINESS SEMINARS PROGRAM

INTRODUCTION

The Intensified Business Seminars Program is a new program designed to provide an accelerated introduction to one of the most rapidly growing career fields in Southwestern Connecticut's dynamic service economy. It is available to in-school students and adults showing a desire to learn more about this career field.

HOW DO I LEARN MORE ABOUT THESE OPPORTUNITIES?

The business community and the Fairfield Adult Education Department in affiliation with the Southwestern Area Commerce and Industry Association (SACIA) and Cooperative Education Services (CES) have created a new educational program entitled "Intensified Business Seminars." It is designed to provide training and exposure to students to assure success in the kind of modern office environment typically found in Southwestern Connecticut. Students interested in learning more about these opportunities and preparing for them may now register in Fairfield's Adult and Continuing Education INTENSIFIED BUSINESS SEMINARS PROGRAM.

WHAT WILL THE TRAINING CONSIST OF?

Intensive Business Training encourages students to work at their own pace to develop the following administrative support competencies:

- keyboarding (typing) at a minimum of 40 words per minute.
- notetaking (dictation) at a minimum of 80 words per minute.
- familiarity with business machines such as the computer, voice transcriber and electronic calculator.
- fundamentals of accounting.
- principles of business organization and management including familiarity with the various office environments typical of Southwestern Connecticut.
- office procedures, including reception and telephone techniques, records management, handling of mail.
- work habits and personal conduct appropriate to the business office.
- how to find and keep a job.

HOW LONG WILL THE PROGRAM RUN?

Two (2) semesters (20 weeks). Each Tuesday and Thursday evenings, 7-9 P.M., starting September 27 through December 8 (10 weeks) -- first semester; January 31, 1984 through April 12 (10 weeks) — 2nd semester.

WHAT WILL THE PROGRAM COST?

in-school students do not pay fee

$150 Course fee (20 weeks; 40 sessions) — SUBMIT WITH REGISTRATION FORM.

$100 (approximately) Texts and Materials — PAYABLE IN CLASS AS REQUIRED.

REFUND POLICY — NO REFUNDS AFTER SECOND WEEK OF CLASSES. TOTAL AMOUNT IF PROGRAM IS CANCELLED DUE TO INSUFFICIENT REGISTRATION.

FOR MORE INFORMATION -- CALL 255-8376 -- Ask for Joseph Giorgio.

HOW DO I ENROLL IN THE PROGRAM?

Each student entering the program must demonstrate a basic level of achievement in reading, writing and math. Courses will be offered at Andrew Warde High School on Tuesday and Thursday evenings from 7-9 P.M., starting September 27, 1983.

Students interested in participating in the program should use the registration form on bottom of page 2.

Appendix G

Reports

TO: Valerie Pichanick, Ph.D.
Associate Consultant
Bureau of Vocational Program Planning and Development

FROM: Joan Abeshouse Joan
Project Director
"Intensive Business Program"

RE: Mid-Year Progress Report

DATE: January 19, 1984

I. Status of Project in Relation to Projected Timeline and Objectives

A. Timeline (attachment A)

The projected August orientation session for educators and employers was deferred since no local program staff were on board until September. Fairfield and New Canaan-Darien recruitment activities took place during August and September. Fairfield enrolled 14 students, but the New Canaan-Darien program did not attract any enrollees. At the same time, Norwalk formally withdrew from the project due to staff cutbacks.

The Fairfield program was underway starting September 27, and an Orientation Meeting was held at SACIA on October 19. Those in attendance included:

Jim Braye, Continental Group

Rebecca Coffey, SACIA

Dave Maier, New Canaan Asst. Supt.

Doug Farrenkopf, New Canaan Business Ed. Dept. Ch.

Joe Giorgio, Fairfield Dept. Ch. Adult/Voc/Ed.

Yvonne Beckley, Teacher, Fairfield program

Lyn Nevins, Sex Equity Spec.

Joan Abeshouse, CES

During November and December, planning meetings between CES and SACIA continued; Lyn Nevins scheduled visits to the Fairfield program and to the New Canaan administrators to monitor sex equity and assist with recruitment plans. Business advisory members developed plans for a videotape on "the culture of the company" for program use.

Also during this period, the project director met with Dr. Judith Singer, the project's evaluation specialist, to develop evaluation plans and instruments.

Meetings have been scheduled with school administrators to plan administration of evaluation instruments to students, teachers, and others in each district. A major focus at this time is the determination of ways to increase program enrollments.

II. Population being Served

Fairfield had projected serving 10-15 in-school students, and 20-30 adults. There are presently 14 enrollees:

6 adults

8 students

Of these, there are two men.

New Canaan-Darien had projected 20 in-school students, 10 adults, and have not as yet registered anyone.

Norwalk had projected 15-18 in-school students but could not participate due to a cut in foreign language staff.

The project is far below target numbers and is presently focusing on improved recruitment methods.

III. Achievements/Difficulties

Substantial important resources have been produced by the business community for this project, including:

a) SACIA Profile of Administrative Support Occupations in Southwestern Connecticut

- skills, career paths, outlook, pay scales, basic competencies, employer expectations.

b) Program Brochure

(presently undergoing revision)

c) Videotape - "The Culture of the Company" in production.

Difficulties have centered around recruitment of participants.

IV. Advisory Committee

(attachment B)

Cooperative Educational Services
11 Allen Road • P.O. Box 2087 • Norwalk, Connecticut 06852 • (203) 847-3873

MEMORANDUM

Date: February 5, 1985

TO: Valerie Pichanick, Ph.D.

FROM: Joan Abeshouse, Project Director

RE: Progress Report, Intensive Business Program

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An Equal Opportunity Affirmative Action Employer

ABSTRACT

TITLE: INTENSIVE BUSINESS PROGRAM

PRIORITY AREA: 83-E-4

Beginning Date: July, 1983 Ending Date: April 30, 1985

OBJECTIVES

1) To demonstrate and validate the regional vocational planning process recommended in the "Regional Action Plan for Southwestern Connecticut
2) To demonstrate the cooperative development and implementation of an inter-district vocational program in Business Education by coordinating the efforts and resources of area school districts and employers in Southwestern Connecticut.
3) To recruit and motivate students with high potential for success in business careers, who are not otherwise considering or preparing themselves for those occupations, in order to address the documented shortfall of qualified applicants in this vocational area
4) To develop a curriculum guide, based on specific employer-identified competencies, for an intensive Business Education program preparing students for entry-level administrative support positions.
5) To offer certification, recognized by area employers, to program completers who demonstrate identified performance outcomes.
6) To facilitate and evaluate the implementation of this pilot curriculum in several school districts, with variables that include scheduling, target population characteristics, facilities, equipment and staffing.
7) To advise, monitor and report on all sex equity aspects of planning and implementation.

PROJECT DESIGN:

During the six months prior to funding, the Regional Education for Work Steering Committee will coordinate identification of employability criteria, curriculum development activites, and student recruitment. During the summer of 1983, intensive preparation will take place, including inservice for teachers and business personnel; securing of needed materials and equipment. The program will be implemented in at least 3 districts in September, 1983. It will feature an intensified format designed to give students a rapid introducation to the roles, responsibilities, and skills required for success in the modern business office. Instructional environments will include both classroom and worksite. Ongoing evaluation with appropriate revisions and recommendations for 1984-85 implementation will be of paramount importance.

CONTRIBUTION TO EDUCATION:

This proposal addresses employment needs identified by regional business/industry in Southwestern Connecticut. It is intended to design a widely adaptable new vocational program that will: attract students not currently served by existing business office education programs; prepare students for present and future job openings. It aims to coordinate regional resources for education and employment, and to demonstrate a model process for interdistrict, employer-educator collaboration on the following elements of vocational programming: needs assessment, recruitment, orientation, skill training, job placement, and follow-up. A variety of methods and materials will be available for replication statewide.

OBJECTIVE :

1. To demonstrate and validate the regional vocational planning process recommended in the "Regional Action Plan for Southwestern Connecticut".

RESULTS :
(PROJECTED IN CONTRACT)

1. An effective process for regional vocational planning in Southwestern Connecticut will be in place, and will be applied to other vocational areas.

ACCOMPLISHED 2/84 :

1. The recommended schools/business-industry planning process is in effect.

ACCOMPLISHED 1/85:

1. Step 4 in the process, piloting a collaboratively developed program, has been completed (Fairfield program). This program is now into its second year.

OBJECTIVE:

2. To demonstrate the cooperative development and implementation of an inter-district vocational program in Business Education by coordinating the efforts and resources of area school districts and employers in Southwestern Conn.

RESULTS:
(PROJECTED IN CONTRACT)

2. An inter-district program in Business Education, sharing regional resources, will be in place in three school districts.

ACCOMPLISHED 2/84:

2. The cooperative development of a Business Education program has been demonstrated.

   A program with participants from several districts is in place in Fairfield.

ACCOMPLISHED 1/85:

2. The Fairfield program continues. An intensive effort was made June-September 1984 to establish a program in Bridgeport. The project director met with Bridgeport administrators, teachers, and counselors, and a "crash plan" was developed; however, no students enrolled.

OBJECTIVE:

3. To recruit and motivate students with high potential for success in business careers, who are not otherwise considering or preparing themselves for those occupations, in order to address the documented shortfall of qualified applicants in this vocational area.

RESULTS:
(PROJECTED IN CONTRACT)

3. A variety of approaches and materials will be developed and assessed for effectiveness in recruiting qualified students.

ACCOMPLISHED 2/84:

3. A variety of recruitment approaches has been tried by Fairfield, Darien, and New Canaan, including media advertising; brochures; orientation of counselors, principals, teachers; classroom appeals to students.

   A brochure has been produced.

ACCOMPLISHED 1/85:

3. Counselors developed intensive "one-on-one" approaches to recruiting Bridgeport students for a Fall, 1984 program. These efforts were not fruitful, however.

OBJECTIVE:

4. To develop a curriculum guide, based on specific employer-identified competencies, for an Intensive Business Education program preparing students for entry-level administrative support, positions.

RESULTS:
(PROJECTED IN CONTRACT)

4. A curriculum guide will be prepared, based on the following program elements:
   a. Business Fundamentals
   b. Office Procedures and Systems
   c. Basic Skills
      - Keyboarding
      - Accounting
      - Computerized Office Systems
      - Note Taking
   d. Career Opportunities and Employment-seeking skills.

   In addition, a section on bilingual application will be prepared.

   Instructional environments will include both classroom and worksite.

ACCOMPLISHED 2/84:

4. From January through August, 1983, a regional team met as often as twice monthly to plan a regional employer survey, and to identify the exit competencies that would qualify program completers for a SACIA certificate of employability in administrative support positions. The survey provided specific information regarding regional entry level opportunities. The team drafted, modified, and approved a set of criteria for successful completion of the program. This planning team included business educators and administrators from Fairfield, Darien, and New Canaan; SACIA and CES staff; and business leaders.

   The "lesson plan" approach to a curriculum guide was deferred, since team strategy encouraged each participating district to produce mastery of the competencies using its own methods in conjunction with the criteria. Bilingual application was not addressed, since Norwalk (which had planned to offer this program option) did not participate due to budget cuts.

ACCOMPLISHED 1/85:

4. A model curriculum based on Fairfield's 1983-84 experience has been drawn up. It is presently being used, evaluated, and modified in Fairfield.

OBJECTIVE:

5. To offer certification, recognized by area employers, to program completers who demonstrate identified performance outcomes.

RESULTS:
(PROJECTED IN CONTRACT)

5. Program completers will be awarded certificates.

ACCOMPLISHED 2/84:

5. SACIA, with assistance from CES, is drafting a certificate of recognition for program completers.

ACCOMPLISHED 1/85:

5. Eight Fairfield program completers were awarded certificates in the Spring of 1984 (see attached).

OBJECTIVE:

6. To facilitate and evaluate the implementation of this pilot curriculum in several school districts, with variables that include scheduling, target population characteristics, facilities, equipment, and staffing.

RESULTS:
(PROJECTED IN CONTRACT)

6. A guide to implementation of the curriculum will be prepared, featuring a discussion of variables including: scheduling, target population characteristics, facilities, equipment, and staffing. Also, recommendations will be provided in the following areas: recruitment, orientation, skill training, job placement, follow-up, sex equity.

ACCOMPLISHED 2/84:

6. The CES project coordinator and the evaluation specialist have developed evaluation procedures designed to provide recommendations in all the areas identified.

   The major focus is on analyzing the recruitment issues.

ACCOMPLISHED 1/85:

6. Evaluation activities accomplished through August 1984, are summarized in the interim report (attached). The final report, to be provided by April 30, 1985, will include information on Bridgeport's participation as well as additional data gained through interviews with students, administrators, counselors, teachers, and employers.

   A guide to implementation of the curriculum will be prepared, based on evaluation data.

OBJECTIVE:

7. To advise, monitor, and report on all sex equity aspects of planning and implementation.

RESULTS:
(PROJECTED IN CONTRACT)

7. See above. Also, participation by males will be measurably superior to that in current enrollments in business education courses.

ACCOMPLISHED 2/84:

7. The Project's sex equity consultant has been meeting with the project coordinator, local district staff, and SACIA personnel.

ACCOMPLISHED 1/85:

7. In accord with a directive from the project's State Consultant, arrangements with the sex equity consultant were terminated in January, 1985. It is still maintained that recommendations addressing sex equity should be incorporated into the model curriculum, regardless of the pilot program's low level of participation.

INTERIM REPORT: INTENSIVE BUSINESS PROGRAM

I. Purpose:

This report summarizes the results of assessment activities designed to evaluate the implementation of the Intensive Business Program.

II. Brief Description of the Intensive Business Program:

The Intensive Business Program represents the integrated efforts of Cooperative Educational Services, representatives of area school districts, and members of the corporate community of Southwestern Connecticut to respond to an identified need for a larger secretarial/administrative support staff. The need for increasing the secretarial/administrative ~~assistant~~ labor pool was identified after a careful supply/demand analysis of the labor needs of Southwestern business community was conducted.

In response to the need for larger numbers of secretaries and administrative assistants appropriately prepared to enter the labor market in Southwestern Connecticut, area school representatives and representatives of area corporations in conjunction with Cooperative Educational Services, developed the Intensive Business Program. It was anticipated that this program would successfully recruit high school students (in a day program) and high school students as well as high school graduates (in an evening program) because the Intensive Business Program was substantially different from business programs currently offered.

III. Methods of Assessing the Intensive Business Program:

1. Memos, summaries of meetings, reports, and grant applications provided by Cooperative Educational Services were reviewed to ascertain the purpose, development, and implementation of the Intensive Business Program.

2. Numerous conversations were held with Mrs. Joan Abeshouse, Project Director at Cooperative Educational Services of the Intensive Business Program, to formulate the relevant questions to be answered by an evaluation of the program.

3. A student questionnaire was designed and administered to four junior classes (two English classes and two business classes) in Darien, New Canaan, Andrew Warde, and Roger Ludlowe high schools. (These are the high schools in the towns currently participating in the Intensive Business Program.) The questionnaire (see attached) includes questions designed to evaluate career interests as well as to determine students' familiarity with the Intensive Business Program.

BEST COPY AVAILABLE

4. An interview schedule was designed (see attached) to assess the perceptions of business department heads in the four area high schools participating in the Intensive Business Program. Interviews were conducted with the following:

- Mr. Joe Georgio - Director of Continuing Education, Fairfield Schools
- Mr. Leonard Bennett - Business Department Head, Andrew Warde and Roger Ludlowe
- Mr. Cosmo Cinale - Business Department Head, Darien
- Mr. Doug Farenkopf - Business Department Head, New Canaan

5. Plans to interview Yvonne Beckley, Intensive Business Program teacher, and students in the Intensive Business Prgram during the 1983-84 school year are in progress.

IV. Results:

The review of written materials related to the development and implementation of the Intensive Business Program, interviews with business staff in the participating area high schools, and analysis of the student questionnaires indicate the following strengths and weaknesses of the prgram.

Strengths:

1. The Intensive Business Program was designed to meet an identified need of the business community of Southwestern Connecticut. Whereas all too often, educational programs are initiated which are trendy or imitative of programs established in neighboring school settings, the Intensive Business Program was conceived in response to an identified need for a larger secretarial/administrative assistant labor pool by area corporations.

2. The Intensive Business Program was developed by area school representatives in conjunction with representatives of the corporate community. While a general commitment on the part of school districts to the adequate preparation of high school students for employment always exists, the Intensive Business Program, in fact, brought together business and education leaders for the purpose of designing an education program which would match business needs. As a result, there is a close match between the skills included in the Intensive Business Program and the skills needed by area businesses.

3. The Intensive Business Program is a short (one year) business course which includes exposure to multiple areas of business education. As a one year program, this course could be taken by students enrolled in a traditional high school academic program who are unable to elect a large number of business courses. Also, as a one year course, high school students with no business education or background, could, as late as their last year in high school, elect a business program and graduate with employable skills.

4. Exit criteria defining skills necessary for graduation from the Intensive Business Program have been carefully articulated in the areas of keyboarding and transcribing and relate to business needs.

5. A certificate is granted to Intensive Business Program graduates which validates their achievement of the business skills defined by the exit criteria. Representatives of the business community recognize the Intensive Business Program certificate as indicative of specific skills prerequisite for entry level secretarial and administrative assistant positions.

Weaknesses:

1. Although the Intensive Business Program was designed to fill an appropriately identified labor need, namely, the undersupply of adequately trained applicants for secretarial and administrative assistant positions in the Southwestern Connecticut labor market, the regional planning group did not appropriately assess the availability of area students interested in fulfilling this labor need. Given the demographics of Fairfield County, it is apparent that a large proportion of students are enrolled in a college preparatory course in high school and are not eager to enroll in a business course. Complicating matters further is the fact that the two Fairfield County towns with the largest number of high school graduates seeking employment upon graduation, Stamford and Bridgeport, chose not to participate in the Intensive Business Program.

2. There has been little initiative on the part of school superintendents in Darien, New Canaan, and Fairfield, the towns participating in the Intensive Business Program, to introduce the program into the course of study at their respective high schools. Furthermore, business department heads in these school districts are not "sold" on the benefits of the Intensive Business Program for two primary reasons. First, business department heads have difficulty recruiting adequate numbers of high school students into business courses which are already offered in their high schools. They perceive the addition of the Intensive Business Program into the business offerings as decreasing the numbers of students who will enroll in existing business courses. Second, they regard the academic standards of their existing business courses as higher than those of the Intensive Business Program and do not want to compromise standards.

3. Since the Intensive Business Program has not been incorporated into the day program of studies in the towns participating in the program, business teachers and counselors can only recruit students into the Intensive Business Program as it exists in night classes at Andrew Warde and New Canaan high schools. High school counselors have not been adequately encouraged to advertise the Intensive Business Program in night classes. Newspaper advertisements have not been done with sufficient frequency or style to attract post high school students.

4. Placement of the Intensive Business Program in night classes alone presents several problems beyond recruitment issues. First, at present, academic credit must be negotiated by students enrolled in the IBP at night.

Second, the scheduling of night classes to meet the 80 hour total time required for completion of the Intensive Business Program does not readily fit into a one semester (too short) or two semester (too long) time frame.

5. During the 1983-84 school year, teachers in the Intensive Business Program were given a set of outcome criteria with which to establish program goals. The task of designing a curriculum was left to the teachers. While one of the teachers welcomed the freedom, another felt she should be compensated for the time required to establish an effective curriculum.

6. Students entering the Intensive Business Program come with extremely varied skills. During 1983-84, Intensive Business Program students at Andrew Warde (night classes) included several post high school students, and several alternate high school students. Heterogeneous entry level performance requires a great deal of individualized instruction.

Appendix H

Exit Criteria and
Curriculum Guide

INTENSIVE BUSINESS SEMINAR

MANAGEMENT SUPPORT

YVONNE B. BECKLEY

CURRICULUM GUIDE

Intensive Business Program

I. Criteria for Entrance

The assessment of applicants on the entrance criteria is not intended to be exclusionary, but it is incumbent upon teachers to counsel marginal applicants as to probable need for additional remedial work outside the scope of the program.

The intensive nature of the training suggests that successful completion of the program will be dependent upon entering students having a high level of motivation and at least average proficiency in language and mathematical skills. A written application including references and a writing sample of at least three paragraphs in length followed by a teacher interview are required for admission to the program.

The application and teacher interview will be used to determine that candidates have a sufficient skill in the mechanics of English to produce mailable copy and mathematical proficiency equivalent to the successfull completion of two years of high school mathematics.

II. Criteria for Successful Completion

Successful completion of the Intensive Business Program will be marked by a certificate issued by SACIA upon the recommendation of the teachers of the program. Accompanying the certificate will be a transcript testifying to the following:

Management Support Competencies: The transcript will indicate that: 1) the student is familiar with appropriate telephone and reception techniques, the basic rules of records management, and procedures for the handling of mail; 2) the student is familiar with work habits, personal conduct, hygiene, dress, and interpersonal relationships appropriate to the work environment; 3) the student is familiar with appropriate ways to assess career opportunities, locate and research potential employers, prepare a resume and a job application, participate in a job interview, apply for transfer and/or promotion, and terminate employment; 4) the student is familiar with basic principles of business organization and management; and 5) the student is familiar with a variety of local area businesses.

The teacher's recommendation for the issuance of a certificate indicates that the student has exhibited appropriate personal conduct, hygiene, dress, and interpersonal relationships over the course of the program, and has decision-making capabilities appropriate to administrative support positions.

Keyboarding: The transcript will record the results of five tests with scores at or above the level of 40 words per minute. Net is defined at the number of words produced at the 6th error cut off (5 errors only). The transcript will also indicate the machine used for each test.

Notetaking: The transcript will record the rate of dictation used in each of five productions of mailable copy by transcribing three minute dictations given at a rate of 80 or more words per minute.

Fundamentals of Accounting: The transcript will record the test used and the score achieved on a standardized test covering material included in a one semester course in the fundamentals of accounting. The test will be equivalent to the comprehensive test for Part 1 of the fourth edition of Accounting 10/12 (McGraw-Hill) (see attached). An equivalent application (simulation) may be used in lieu of a comprehensive test.

(continued on reverse)

Computerized Business Machines: On the transcript teachers will testify to the student's 1) facility with the 10 key adder and/or electronic calculator, 2) ability to produce mailable copy from the use of a voice transcriber, and 3) facility with a word processing system including formating, text editing, storing, loading and printing of documents.

Note: Although the certificate and transcript are intended primarily to certify successful completion of the Intensive Business Training Program, they will also be available to students who meet the criteria through a succession of standard high school business education courses.

PURPOSE

All support personnel in today's office must have a background in office procedures and office practices.

These procedures and practices are presented throughout the entire Intensive Business Seminar, 80-hour program, at timely junctures.

By the end of the program all students have been introduced to and instructed in a variety of office procedures and practices including:

1. Correct telephone techniques
2. Records Management
3. Mail
4. Corporate Culture
5. Career decisions
6. Types of Business Organizations
7. Types of Business Management

It is essential to bring these skills to the fore at timely junctures in order that the student can relate to them in a real-life situation. An office simulation, therefore, where the student is instructed to type a letter from their notehand pad, is an excellent time to introduce the different types of letter styles, i.e. block, semi-block, etc. as well as the proper format for envelopes. In this way a certain continuity and integration is achieved.

OBJECTIVES:

Upon completion of the 80-hour, Inentsive Business Seminar, the student will be able to:

I. Handle the Telephone Properly

- a. incoming calls
- b. outgoing calls
- c. conference calls

II. Understand Records Management

- a. different types of filing systems
- b. control of documents
- c. retention of records

III. Mail

- a. incoming
- b. outgoing
- c. special instructions

IV. Relate to Corporate Culture

- a. personal image
- b. business image
- c. executive hierarchy

V. Identify Career Opportunities

- a. sources
- b. requirements
- c. interviews
- d. follow-up

VI. Recognize different types of Business Organizations

- a. proprietorship
- b. partnership
- c. corporation

VII. Recognize the different types Business Management

- a. organizational chart
- b. Board of Directors
- c. President and/or Corporate Executive Office

TEACHING STRATEGIES AND LEARNING ACTIVITIES

Management Support is taught throughout the entire 80-hour program. Each class time presents an opportunity to introduce at least one of the objectives. These timely junctures are effective in that they provide continuity and clarity for the student.

For instance, when a letter is transcribed at the keyboard by a student from his/her notehand, if proper letter styles, envelope preparation and mailing techniques are discussed, many objectives are accomplished at one time.

The chalkboard is used for demonstrating proper placement of return address, date, inside address, spacing, closings, special notations, etc. for both correspondence and envelope.

Homework for this segment of the IBS is highly important. Students use the newspaper of their choice, business magazines, etc. to do their homework. Homework assignments include reading through the classified ad section, and clipping appropriate positions which they are interested in. Another assignment might be to keep track of a particular stock on the NYSE for a week. Yet, another, might be to bring in an article about a local company. These articles must be arranged by the student in a format that would be presentable to management. After the student has shared aloud the article with the rest of the class, discussion follows.

Any work experience by the students is shared with the class when appropriate to what is being discussed. The instructor's own business experience is a great source of information on the business world as well.

OUTLINE OF CONTENT

Since the Management Support segment is presented throughout the entire 80-hour program, an outline must be flexible. Therefore, the following should be incorporated but not necessarily in the order presented herein.

I. Proper telephone techniques

A. Handle incoming calls in a business-like manner.

1. answer promptly
2. identify department
3. identify self
4. identify principal's office
5. use discretion
6. transfer call when necessary
7. take message, record on telephone slip the following:
   a. date
   b. time
   c. person being called
   d. person calling & phone number
   e. message
   f. initial message

B. Placing outgoing calls.

1. use directories
2. long-distance calls
3. conference calls
4. international calls
5. time zones
6. inter-company tie lines, WATTS, etc.

II. Records Management

A. Filing Systems

1. alpha
2. numeric
3. subject
4. geographic

II. Records Management Con't.

B. Managing Card Records, Business Forms, Magnetic Disks

1. utilizing available space
2. proper care

C. Managing Correspondence

1. timely filing
2. distribution of cc's
3. duplicate copies

D. Records Control and Retention

1. timely removal of inactive files
2. timely establishment of new files
3. logical system for ease of retrieval
4. off-site storage

III. Mail

A. Processing Incoming

1. sort
2. open
3. time-stamping
4. annotating mail
5. routing

B. Processing Outgoing

1. check parts of letter for accuracy
2. attach enclosures where necessary
3. prepare proper envelope
4. determine lowest rate for mailing

C. Special Instructions

1. insured
2. registered
3. express
4. special delivery

IV. Corporate Culture

A. Personal image

1. dress
2. hygeine
3. hair

B. Business image

1. environment
2. interaction with co-workers
3. interaction with outside personnel

C. Executive hierarchy

1. Officers and Directors
2. President
3. CEO (Corporate Executive Office)

V. Career Opportunities

A. Sources

1. newspapers
2. friends
3. school placement services
4. state job employment services

B. Job Requirements

1. skills
2. experience
3. education
4. transferrable skills

C. Preparation of application

D. Preparation of resume

E. Preparation for interview

VI. Types of Business Organizations

A. Sole proprietorship

B. Partnerships

C. Corporation

VII. Types of Business Management Structures

A. Organization Chart

B. Board of Directors

C. President

D. Corporate Executive Office

MATERIALS

The Administrative Secretary, Second Edition, Anderson-Lee-Russon-Crane, Gregg-McGraw Hill, 1976.

Human Relations in Business, Eggland-Williams, South-Western, G18, 1977.

Management, A Behavioral Approach, Second Edition, Flippo, Edwin, B., Allyn and Bacon, Boston, 1970.

Secretarial and Office Careers, Second Edition, Schooley, Shirley, A., South-Western, Y41, 1984.

Filing Systems and Records Management - Second Edition, Kahn-Yerian-Steward, Gregg-McGraw Hill, 1971.

You and the Investment World, New York Stock Exchange, 1979.

EVALUATION

Students will be evaluated on their ability to speak intelligently on a variety of office practices and management support services. Oral quizzes, are necessary to sustain motivation. Since this segment in ungraded, verbal praise and positive strokes regarding classwork, homework, etc. are the only means of satisfaction and achievement that the student realizes and achieves.

The homework assignments are collected, graded, using the comment technique, and handed back. (See typical homework assignments under Teaching Strategies and Learning Activities of this curriculum.)

All students will complete a resume stating their: Objective, Education, Experience, and Professional Affiliations. This will be carefully and considerately gone over with the individual student until it becomes a professional document which can be used to respond to an ad in the paper for a job. This is a time-consuming activity and must be given plenty of attention.

INTENSIVE BUSINESS SEMINAR

KEYBOARDING

YVONNE. B. BECKLEY

CURRICULUM GUIDE

1984 - Summer

PURPOSE

Today's office sees a variety of business equipment which requires the user to "key-in" information, sometimes called data. Some of this equipment includes the typewriter, word processors, and numerous types of computers.

It is the purpose of this course to provide the student with the skills necessary to obtain an entry level position within industry. Each student will become familiar with the generic "brands" of equipment and will have as much exposure to them as the teaching facility offers.

By the end of the program all students have been introduced to and instructed in the following:

1. Touch typewriting
2. Rules for centering data on a variety of sizes of paper
3. Preparation of Tabulations
4. Personal Business Correspondence
5. Business Correspondence
6. Envelope Preparation
7. Timed Writings with a goal of 30-40 w.a.m. with one error per minute
8. Correction techniques
9. Proofreading

OBJECTIVES:

Upon completion of the 80-hour, Intensive Business Seminar, the student will be able to:

I. Touch Typewrite

a. alpha, numeric keys
b. function keys
c. parts of equipment

II. Center Information (Data)

a. horizontally
b. vertically
c. block

III. Prepare Tabulations

a. two and three column tables
b. short column headings
c. long column headings

IV. Format Correspondence

a. personal business
b. business
c. envelopes

V. Achieve reasonable speed (30-40 w.a.m.) and accuracy

a. timed writings
b. speed drills
c. making corrections
d. proofreading

TEACHING STRATEGIES AND LEARNING ACTIVITIES:

Part of every class session is devoted to working on the "keyboard." It is highly important to know the student's past history before beginning this segment. The first time the class meets, the instructor should ask each student if they have had typing before. In this way, even limited prior knowledge of the keyboard saves time because it won't be necessary to start with the basic "fff" "JJJ" "etc.". Class time can then be spent on enhancing the prior knowledge, eliminating bad typing habits, etc.

It is important to make sure hand positions, bodily postures, and typewriter height are optimum. Emphasize to the student the importance of pride in work, accuracy, and neatness of work station.

The parts of the equipment, their functions and care should be part of the first session. Pitch should be explained explicitly so that with interchangeable fonts, the mechanisms will be in sync.

The overhead projector with transparencies should be used whenever possible. A large typewriter keyboard chart is a must and should be used for review or introduction to the keyboard, if necessary. The chalkboard is used extensively to demonstrate letter formats, tabulations, placement of address for envelopes, etc. A warm-up drill should be written on the chalkboard at the beginning of the class, and the students should begin every lesson with a warm-up practice. This will get the fingers moving and the student relaxed.

"Eyes on the copy, chart, board, overhead" cannot be emphasized too much. It is highly important that individual attention be given to each student. This can be accomplished easily by the instructor walking around the room after the assignment has been presented. The instructor should stop at

each work station and offer comments to the student on the assignment being typed, on his/her posture, hand position, fingering techniques, etc.

Encouragement to work on outside typing projects should be given. As a follow-up to these projects, the instructor should take the time to look at the work the student may bring in, evaluate it, and make comments to the students. Again, a few minutes of individual attention may be worth an hour of lecture time.

OUTLINE OF CONTENT

Since the typing background of each student may differ, an individualistic approach may be necessary. However, the following should be incorporated into the program.

I. Introduction to the Keyboard

A. Touch typewriting

1. automatic response to letters, numbers, function keys
2. eyes on chart, overhead or copy in book
3. correct posture
4. correct fingering
5. correct height of chair
6. warm-ups
7. word building
8. word pyramids
9. similar word practices
10. review of previously learned keys

B. Functional parts of equipment

1. pitch - elite, pica, etc.
2. spacing regulator - single, double, etc.
3. scales - carrier, paper
4. margin set - right, left
5. tab - set, clear, usage of
6. correction key
7. index key
8. cylinder and cylinder knob
9. carriage
10. space bar

II. Centering Information (Data)

A. Horizontal

1. center the carrier
2. locate backspace key
3. backspace once from center for each parir of letters, spaces, punctuation, etc.
4. drop odd letter left over at end
5. type assignment as specified

II. Centering Information (Data) Con't.

B. Vertical

1. establish number of lines in vertical inch (usually 6 lines to an inch.)
2. determine number of available lines on paper. (11" paper=66 vertical lines)
3. count all lines (including blank ones) that will be used to type assignment.
4. subtract that number from 66 (or total available)
5. divide by 2 to find starting line
6. type assignment as specified

C. Block Centering

1. select longest line of data in assignment
2. backspace to center that line
3. set left margin stop
4. begin all lines at this margin.

III. Preparing Tabulations

A. Two and three column tables

1. clear all tabs
2. move margin set to far left and far right
3. move carrier to center
4. total longest line in each column plus six blank spaces between columns.
5. backspace 1/2 total from center.
6. set left margin
7. tap out longest line + six using space bar to set tab for next column. Repeat for third column, and any remaining columns.

B. Short Column Headings

1. centered over columns
2. underlined
3. two blank lines above heading, one blank line after

C. Long Column Headings

1. wider than the column, use it as the longest line in that column
2. reset the tab or margin after typing heading to center columns under heading using longest line in column body to determine new tab set

IV. Formatting Correspondence

A. Personal Business Letter

1. parts of letter
2. spacing
3. margins
4. letter sytles and placement

B. Business Letter

1. printed letterhead allowances
2. special notations - Attention line, Subject line, etc.
3. authori's identification in closing
4. reference initials
5. carbon copy and enclosure notations
6. folding of correspondence to fit envelope

C. Envelopes

1. return address
2. on arrival directions
3. addressees name and address
4. correct size
5. special instructions - Air Mail, Express Mail, etc.
6. postage

V. Achievement of Reasonable Speed and Accuracy (30-40 w.p.m. one error per min.)

A. Timed Writings

1. 12-second sprints
2. one-minute writings
3. three-minute writings
4. five-minute writings
5. preview words

B. Drills

1. improvement practice
2. sustained practice
3. troublesome pairs
4. word divisions
5. word pyramids

C. Making Corrections

1. typewriter eraser
2. correction paper
3. correction fluid
4. correction tape
5. automatic correction key

D. Proofreading

1. techniques
2. profreader's marks

MATERIALS

Gregg Typing/Basic Course - A Gregg text-kit for Adult Education - Winger/ Lloyd/ Rowe/Ober/Johnson - Continuing Education Series.

DDC - 25 Words to Success - Donnelly, Frank P. - Dictation Disc Company, 240 Madison Avenue, New York, NY 10016

Selected mimeographed drill sheets

EVALUATION

Keyboarding is much more than being able to take a timed-writing with a specified word-per-minute goal. Student's individual progress is measured according to the amount of prior knowledge, manual dexterity, and visual acuity. At the end of the program all students will be able to:

1. Typewrite at a minimum rate of 30-40 w.p.m. for 1 or 3 minutes with no more than one error per minute.
2. Produce mailable letters - both personal business, and business.
3. Produce tabulations with column headings
4. Produce correctly placed information on envelopes
5. Proofread with accuracy
6. Use correction materials wisely and neatly to ensure professional looking finished products.
7. Identify and correctly use various parts of the keyboard and hardware.

Chronic "key-watchers" and/or users of wrong fingering and typing techniques should not be awarded a certificate even though they may achieve required words-per-minute goal.

An office position requires production of material from copy, draft or shorthand notes, and if automatic response is not present, a potential employee's knowledge of keyboarding skills is of very little use to an employer. Most likely the candidate for the job would not be hired.

Any outside typing work that the student wishes to bring in should be reviewed with the teacher offering encouragement, possible advice on the format, and any other constructive criticism the instructor feels would be of help to the student. A student's outside work should never be considered unnecessary or superfluous, rather it should be considered a clue to the student's motivation and rewarded the same as any other extracurricular work meaningful to the Intensive Business Seminar.

INTENSIVE BUSINESS SEMINAR

INFORMATION PROCESSING EQUIPMENT

YVONNE B. BECKLEY

CURRICULUM GUIDE

SUMMER 1984

PURPOSE

Management support personnel, in order to be an effective part of the "team" must be able to operate information processing equipment. Some of this equipment includes:

1. Calculator
2. Voice Transcriber
3. Various word processing systems and concepts

The elements of this segment, like the Management Support segment, are presented throughout the entire 80-hour Intensive Business Seminar. For instance, the ability to operate a calculator effectively is necessary to accomplish the objectives of the accounting segment.

Therefore, a knowledge of how to perform calculations on a calculator must be automatic. The student's prior experience using a calculator will determine how extensive the instructions and presentations must be. Again an individual approach may be best.

Voice transcribers, (otherwise thought of a dictaphones), are widely used in the office today in a variety of forms. This course will introduce the student to the various types of recording mediums through discussions and demonstrations whenever possible.

Word processing systems in today's office can be of many types from what is known in the industry as "low-end" to "high-end" word processors. The students will know the difference between the two. Students will also understand word processing concepts, vocabulary, and techniques. The keyboarding segment will incorporate as much word processing as is available.

OBJECTIVES:

Upon completion of the course the student will be able to:

I. Operate a Calculator

   a. functions
   b. kinds

II. Use a Voice Transcriber

   a. mediums
   b. accessories

III. Understand basic word processing

   a. hardware
   b. software
   c. vocabulary
   d. applications

TEACHING STRATEGIES AND LEARNING ACTIVITIES

It is important to assess each student's prior experience with any of the information processing equipment described heretofore. Individual attention or class presentation will be dependent upon the students' experiences.

The calculator must be used in conjunction with the accounting segment and the functions may be presented at the beginning of the assignment. All students must have their own calculator and should keep extra batteries handy. A demonstration on a calculator with an adding machine tape should be given. Students should have the opportunity to use that machine at least once during the accounting segment to calculate one of their problems. Emphasize why you might want to use a machine with a tape, and how in some jobs, it would be absolutely necessary.

A demonstration of voice transcribers is most essential for today's student entering the workplace in an office environment. The demonstration should be given at one time so the different mediums can be contrasted. Use of the foot pedal and headset gives the student a sense of familiarity with the equipment. If time permits, students should have an opportunity to try transcribing from one of the voice transcribers. (Recommendation: more time should be devoted to this valuable skill. However, within the 80-hour Intensive Business Seminar it is not possible to do more than described above.)

Word processing possesses its own jargon. Present this vocabulary to the student throughout the course. Have them keep a list of definitions for reference. Present applications of the vocabulary on the chalkboard, or, if equipment is available, demonstrate on the equipment. Use handouts for clarification.

TEACHING STRATEGIES AND LEARNING ACTIVITIES CON'T.

Students should share with class any work -xperiences they have had on any type of word processing equipment including electronic typewriters, memory typewriters, etc.

Arrange to have a word processing specialist visit the classroom or arrange for class to go on a field trip to a nearby corporation where they can view a word processing center in operation.

OUTLINE OF CONTENT:

Since the Information Processing Equipment segment is presented and utilized throughout the entire 80-hour program, an outline must be flexible. Therefore, the following should be incorporated but not necessarily in the order presented herein.

I. Calculator Operations

A. Functions

1. addition
2. subtraction
3. multiplication
4. division
5. memory
6. sub total and total keys

B. Different Types

1. electronic
2. electronic with tape
3. 10-key adding machine with tape

II. Voice Transcribers

A. Mediums

1. cassette
2. magnetic belt
3. tank

B. Accessories

1. foot pedial
2. head set
3. machine settings

III. Word Processing Systems

A. Hardware

1. memory typewriter
2. one-line display window
3. CRT (cathode ray tube, word processors with screens.)

III. Word Processing Systems Con't.

B. Software

1. concepts with demonstrations
2. applications
3. vocabulary

MATERIALS

Fundamentals of Accounting - Adult and Continuing Education Series - Boynton/Swanson/Carlson/Forkner; South Western Publishing Company, N29.

Office Information Systems - OIS Operator Reference Guide - 2nd edition - Wang Laboratories, Inc., 1980 700-5740B

The Administrative Secretary - 2nd edition - Anderson/Lee/Russon/Crone Gregg Division McGraw Hill Book Company

Mimeographed Hand-outs containing calculator drills, word processing information, and other material pertaining to voice transcribers, etc.

Calculator

EVALUATION

Students will be evaluated on their ability to quickly compute accounting problems, drill sheets and other mathematical computations necessary for totalling tabulations in keyboarding. The ease with which the student uses the calculator must be observed and individual attention given to students having difficulty in one or more functions. Drill sheets may be given to the student to complete at home. If this is done, the students expects to have the drill sheet graded or at least corrected. Since this course is a non graded course, it is important that the teached follow through on these individual assignments so that the student doesn't flounder.

All students will be able to identify the parts of a voice transcriber and be able to select proper recording mediums for the machines. All students will be able to operate a foot pedal efficiently and will understand how to adjust the headset. The selections on the voice transcriber such as speed, tone, etc. will be understood by the student.

Word processing knowledge will be evaluated through discussion about different hardware. The student will possess sufficient vocabulary and conceptual knowledge to answer questions and carry on an intelligent dialogue about such things as: creating a new document, editing a document, deleting, etc. These dialogues should occur during each keyboarding session when the opportunity arises.

Again, since this segment is non-graded, as are all the segments, it is highly important that the instructor know the student and the student's knowledge of the subject matter. This can be accomplished through discussion and verbal "quizzes" given by the instructor frequently. Production jobs should be handed in and graded or corrected by the instructor with frequent remarks to encourage the student.

-end-

SPEEDWRITING SHORTHAND AND COMMUNICATION SKILLS

I. PURPOSE - Speedwriting is an alphabetic shorthand system that is much easier to learn than the symbolic, shorthand systems. Once students master the theory, they work to achieve the ability to take unfamiliar dictation at a minimum of 80 words per minute for 3 minutes with 95% accuracy. Students are also taught to transcribe their notes into mailable documents.

II. OBJECTIVES

1. To learn the theory of Speedwriting Shorthand - Regency Edition so that any work in the English language may be written in abbreviated form.

2. To automatize commonly used vocabulary (brief forms and abbreviations).

3. To develop the ability to take readable notes with sufficient speed and to record the essential thoughts and important facts encountered in oral and written presentations.

4. To develop ability to take both verbatim notes an selected notetaking.

5. To apply the techniques of Speedwriting Shorthand in taking phone messages.

6. To develop ability to recognize sounds (through sound spelling) and to record in Speedwriting the sounds heard.

7 To build business vocabulary.

8. To develop fluency in reading and writing shorthand.

9. To develop ability to construct new outlines.

10. To improve English, spelling, punctuation, and other essential transcription skills.

11. To develop the ability to take unfamiliar dictation at the rate of 80 words per minute and to produce mailable leeters from dictation in a reasonable amouht of time.

III. TEACHING STRATEGIES AND LEARNING ACTIVITIES

Refer to Chapter Three "Shorthand Teaching Procedures" of the Resource Manual for excellent teaching procedure suggestions.

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IV. OUTLINE OF CONTENT

A minimum of 40 class hours is needed to master the Speedwriting Shorthand system. Therefore, in following the suggested course of study that follows, assume at least 8 hours per week of homework and practice will be necessary.

METHODS OF INSTRUCTION

1. The instructor should make use of as many of the senses as possible--visual, auditory, and kinesthetic.

2. Use a variety of activities and strategies in presenting the lessons.

3. Each period and each segment of SPEEDWRITING learning should have a definite objective of which both the student and the teacher are aware. Reading and writing shorthand are the two all-important activities for every class period.

4. Speedwriting instruction follows this pattern:

   a. Ask students to open their textbooks to the lesson being introduced.
   b. Explain the new theory principle.
   c. Sound-spell each word illustrating the theory principle.
   d. Write words on the board and ask students to sound-spell and say the word.
   e. Ask students to sound-spell and say the words as the words are pointed to on the board.
   f. Dictate each word and ask students to write the word three times in their shorthand notebooks.
   g. Check correctness of outlines by comparing them to the outlines on the board, book, or by oral spelling.
   h. Previewing of letters and memos by sight reading.
   i. Brief theory review at the beginning of each class period.
   j. Frequent drill on brief forms and abbreviations.
   k. Reading from plates; reading from homework; timing of reading, using reading chart found on page 25 in Resource Manual.
   l. Previewing and postviewing of dictated material.
   m. Dictation of as many letters/memos from previous lessons as possible.
   n. Make extensive use of SPEEDWRITING tapes either in class period or in laboratory setting. Refer to use of a tape laboratory on page 30 of Resource Manual.

5. Homework Procedures

   a. Study the textbook principles and the words illustrating the principles which have been presented in class.
   b. Sound-spell and write each illustrative word three times.
   c. Read the Reading/Writing Exercise, using the key as necessary until material can be read fluently. Students should be provided with a copy of the Reading Chart (page 25--Resource Manual), set reading goals and time reading practice.
   d. Write the Reading/Writing Exercise from the key while self-dictating.
      1) Read several words from the key.
      2) Write the words while sound-spelling and saying them aloud.
      3) Repeat this procedure until a letter/memo is completed. Check for accuracy of notes with the plate in the text.
      4) Read back from own shorthand notes.
   e. Other homework assignments often include activities from SPEEDWRITING Shorthand Workbook and transcription of shorthand notes.

SUGGESTED PROCEDURES FOR DICTATION AND TRANSCRIPTION

1. Dictate both familiar and new material--use every possible minute for dictation.

2. Emphasize auxiliary skills for good dictation and transcription:

   a. Automatization of brief forms, abbreviations, and derivatives.
   b. Systematic review and reinforcement of theory principles.
   c. Develop ability to initiate new outlines while taking dictation.
   d. Development of a large and varied shorthand vocabulary.
   e. Knowledge of and ability to apply the conventions of written English and of transcription practices.
   f. Understanding of common business practices and expressions.
   g. Ability to read one's own shorthand notes fluently.
   h. Ability to produce mailable transcripts on the typewriter.

3. Give both intensive and extensive dictation. Practice using one of the review paragraphs or letters for intensive dictation and then dictate several other letters only once.

4. Give some attention daily to homework assignment; all homework material should be dictated at least 10-20 words per minute higher than the average class speed for new dictation.

5. Use a variety of read-back strategies.

6. Refer to pages 60-62 of the Resource Manual for nine psychological principles and guidelines for motivating students.

7. Refer to pages 33-35 of the Resource Manual on Teaching Transcription and introducing Mailable Letter Transcription.

8. Follow SPEEDWRITING SHORTHAND DICTATION AND TRANSCRIPTION, Regency Edition, which is designed to improve dictation and transcription skills and ability to produce mailable letters. Special emphasis is placed upon different types of business letters and memos, as well as upon language arts skills.

9. Refer to the extensive Instructor's Guide supporting this text.

10. Students would take a lesson per day from the Dictation/Transcription text.

11. Tapes accompany the dictation/transcription text and range in dictation speed from 50-120 words per minute.

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DAILY COURSE OF STUDY

(Suggested Guide for Pacing SPEEDWRITING
Theory in a flexible schedule of 40-63 class sessions)

TEXTBOOK: PRINCIPLES OF SPEEDWRITING SHORTHAND, Regency Edition

Cumulative Days	Days Per Lesson	Lesson	Suggested Activities
2	2	1	General Introduction; Demonstrate how to use notebook; Explain and present Lesson 1; Introduce homework procedure and do in class; Do workbook page together. Assignment: Lesson 1 for homework; workbook activity.
3	1	2	Review Lesson 1; Check homework for correct form and procedure; Read from homework assignment; Present Lesson 2; Provide a short dictation session; Explain tape procedures; Take part or all of Tape 1. Assignment: Lesson 2 for homework; workbook activity.
4	1	3	Review Lesson 2; Read from Lesson 2 shorthand plates and/or homework; Present Lesson 3; Sound-spell in groups; Provide a short dictation session; Explain shorthand vocabulary quiz procedure; Take part or all of Tape 2. Assignment: Lesson 3 for homework; workbook activity; prepare for shorthand vocabulary quiz on Lessons 1 and 2.
5	1	4	Administer vocabulary quiz on Lessons 1 and 2; Review Lesson 3; Time reading rates from shorthand plates in Lessons 2 and 3; Present Lesson 4; Provide for speed development from Lesson 2; Take part or all of Tape 3. Assignment: Lesson 4 for homework; workbook activity.
6	1	5	Review Lesson 4; Read from homework assignment; Present Lesson 5; Provide for speed development from Lesson 3; Take part or all of Tape 4. Assignment: Lesson 5 for homework; workbook; prepare for shorthand vocabulary quiz on Lessons 3 and 4.
7	1	6	Review Lesson 5; Time reading rates from shorthand plates in Lessons 4 and 5; Present Lesson 6; Provide for speed development from Lesson 4; Take part or all of Tape 5. Assignment: Lesson 6 for homework; workbook activity.

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Cumulative Days	Days Per Lesson	Lesson	Suggested Activities
10*	3*	7*	Review Lesson 6; Recap and Review principles from Lessons 1-6 contained in Lesson 7; Provide for speed development from Lessons 5 and 6; Take part or all of Tape 6. Assignment: Lesson 7 for homework; workbook activity; Preparation for Vocabulary Test on Lesson 7; Administer test; Use any remaining time for reading and writing material from Lessons 1-7.
11	1	8	Timed reading rates from shorthand plates in Lessons 6 and 7; Provide for speed development from Lessons 6 and 7; Introduce Lesson 8; Take part or all of Tape 7. Assignment: Lesson 8 for homework; workbook activity.
12	1	9	Review Lesson 8; Read from homework assignment; Present Lesson 9; Provide for speed development from Lesson 7; Take part or all of Tape 8. Assignment: Lesson 9 for homework; workbook.
13	1	10	Review Lesson 9; Read from homework assignment; Introduce Lesson 10; Provide for speed development on Lesson 8; Take part or all of Tape 9. Assignment: Lesson 10 for homework; prepare for vocabulary quiz on Lessons 8 and 9.
14	1	11	Administer vocabulary quiz on Lessons 8 and 9; Review Lesson 10; Provide for speed development on Lesson 9; Present Lesson 11; Take part or all of Tape 10. Assignment: Lesson 11 for homework; workbook.
15	1	12	Review Lesson 11; Time reading from homework and/or plates; Introduce Lesson 12; Provide for speed development on Lesson 10; Take part or all of Tape 11. Assignment: Lesson 12 for homework.
16	1	13	Review Lesson 12; Read from homework; Introduce Lesson 13; Provide for speed development on Lesson 11; Take part or all of Tape 12. Assignment: Lesson 13 for homework.
19*	3*	14*	Review Lesson 13; Provide for speed development from Lesson 12; Recap and Review principles from Lessons 8-14; Take part or all of Tape 13. Assignment: Lesson 14 for homework; workbook activities; preparation for vocabulary test on Lesson 14; administer test; use remaining time for reading and writing material from Lessons 8-14.

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Cumulative Days	Days Per Lesson	Lesson	Suggested Activities
20	1	15	Time reading rates from shorthand plates in Lessons 13 and 14; Provide for speed development from Lesson 13; Present Lesson 15; Take part or all of Tape 14. Assignment: Lesson 15 for homework.
21	1	16	Review Lesson 15; Read from homework assignment; Present Lesson 16; Provide for speed development from Lesson 14; Take part or all of Tape 15. Assignment: Lesson 16 for homework.
22	1	17	Review Lesson 16; Read from homework assignment; Present Lesson 17; Provide for speed development from Lesson 15; Take part or all of Tape 16. Assignment: Lesson 17 for homework and preparation for quiz on Lessons 15-16.
23	1	18	Administer quiz on Lessons 15-16; Review Lesson 17; Provide for speed development from Lesson 16; Present Lesson 18; Take part or all of Tape 17. Assignment: Lesson 18 for homework.
24	1	19	Review Lesson 18; Read from homework assignment; Provide for speed development from Lesson 16; Present Lesson 19; Take part or all of Tape 18. Assignment: Lesson 19 for homework.
25	1	20	Review Lesson 19; Read from homework assignment; Provide for speed development from Lesson 17; Present Lesson 20; Take part or all of Tape 19. Assignment: Lesson 20 for homework.
28*	3*	21*	Review Lesson 20; Read from homework assignment; Provide for speed development from Lesson 18; Recap and Review principles from Lessons 15-21; Take part or all of Tape 20; Review for and administer vocabulary test on Lessons 15-21 and Brief Form Test; Use remaining time for reading and writing material from Lessons 15-21.
29	1	22	Introduction of Transcription Aids--Using commas between three or more words in a series; commonly misspelled words and business vocabulary activity is ongoing from this point; Review Lesson 21; Read back all connected matter from now on with internal punctuation marks indicated; Take all or part of Tape 21. Assignment: Lesson 22.

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Cumulative Days	Days Per Lesson	Lesson	Suggested Activities
30	1	23	Review Lesson 22; Read from homework assignment; Provide for speed development from Lesson 21; Present Lesson 23; Take part or all of Tape 22. Assignment: Lesson 23.
31	1	24	Review Lesson 23; Read from homework assignment; Provide for speed development from Lesson 22; Present Lesson 24 and commas after introductory dependent clauses; Take all or part of Tape 23. Assignment: Lesson 24.
32	1	25	Review Lesson 24; Read from homework assignment; Provide for speed development from Lesson 23; Present Lesson 25; Take part or all of Tape 24. Assignment: Lesson 25 and prepare for quiz on Lessons 22-24.
33	1	26	Administer quiz on Lessons 22-24; Review Lesson 25; Read from homework assignment; Provide for speed development from Lesson 24; Present Lesson 26; Take part or all of Tape 25. Assignment: Lesson 26.
34	1	27	Review Lesson 26; Read from homework assignment; Provide for speed development from Lesson 25; Present Lesson 27; Take part or all of Tape 26. Assignment: Lesson 27.
37*	3*	28*	Review Lesson 27; Read from homework assignment; Provide for speed development from Lesson 26 and Lesson 27; Recap and Review principles from Lessons 22-28; Review for and take quiz on lessons in this chapter; Remaining time should be used for reinforcing punctuation, spelling, business vocabulary, tape practice on Lessons 26-28.
38	1	29	More introductory dependent clauses; Provide speed development on Lesson 28; Present Lesson 29; Take part or all of Tape 27. Assignment: Lesson 29.
39	1	30	Review Lesson 29; Read from homework assignment; Provide for speed development from Lesson 29; Present Lesson 30; Take part or all of Tape 28. Assignment: Lesson 30.
40	1	31	Review Lesson 30; Read from homework assignment; Provide speed development on Lesson 30; Present Lesson 31 with commas used with nouns of direct address; Take part or all of Tape 29. Assignment: Lesson 31.

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Cumulative Days	Days Per Lesson	Lesson	Suggested Activities
41	1	32	Review Lesson 31; Read from homework assignment; Provide for speed development from Lesson 31; Present Lesson 32; Take part or all of Tape 30. Assignment: Lesson 32 and prepare for quiz on Lessons 29-31.
42	1	33	Administer quiz on Lessons 29-31; Review Lesson 32; Read from homework assignment; Provide for speed development from Lesson 32; Present Lesson 33; Take part or all of Tape 31. Assignment: Lesson 33 with attention to using commas with appositives.
43	1	34	Review Lesson 33; Read from homework assignment; Provide speed development on Lesson 33; Present Lesson 34; Take all or part of Tape 32. Assignment: Lesson 34.
46*	3*	35*	Review Lesson 34; Read from homework assignment; Provide for speed development from Lesson 34; Recap and Review principles from Lessons 29-35; Review for and take vocabulary test on lessons in this chapter; Remaining time should be used for reinforcing punctuation, spelling, business vocabulary, tape practice on Lessons 29-35.
47	1	36	Time reading rates from plates in Lessons 34-35; Provide for speed development from Lesson 35; Present Lesson 36; Take part or all of Tape 35. Assignment: Lesson 36.
48	1	37	Review Lesson 36; Read from homework assignment; Provide for speed development from Lesson 36; Present Lesson 37, using commas in parenthetical expressions; Take part or all of Tape 36. Assignment: Lesson 37.
49	1	38	Review Lesson 37; Read from homework assignment; Provide for speed development from Lesson 37; Present Lesson 38; Take part or all of Tape 37. Assignment: Lesson 38.
50	1	39	Review Lesson 38; Read from homework assignment; Provide for speed development from Lesson 38; Present Lesson 39 with commas to set off dates in sentences; Take part or all of Tape 38. Assignment: Lesson 39 and preparation for quiz on Lessons 35-37.

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Cumulative Days	Days Per Lesson	Lesson	Suggested Activities
51	1	40	Administer quiz on Lessons 35-37; Review Lesson 39; Read from homework assignment; Present Lesson 40; Provide for speed development from Lesson 39; Take part or all of Tape 39. Assignment: Lesson 40.
52	1	41	Review Lesson 40; Read from homework assignment; Provide for speed development from Lesson 40; Present Lesson 41 and other comma uses; Take part or all of Tape 40. Assignment: Lesson 41.
55*	3*	42*	Review Lesson 41; Read from homework assignment; Provide for speed development from Lesson 41; Recap and review principles from Lessons 36-41; Review for and take shorthand vocabulary test; brief form test; abbreviation test; remaining time should be used for reinforcing punctuation, spelling, business vocabulary, tape practice on Lessons 36-42.
56	1	43	Review Lessons 1-7; Take all of Tape 43.
57	1	44	Review Lessons 8-14; Take all of Tape 44.
58	1	45	Review Lessons 15-21; Take all of Tape 45.
59	1	46	Review Lessons 22-28; Take all of Tape 46.
60	1	47	Review Lessons 29-35; Take all of Tape 47.
61	1	48	Review Lessons 36-42; Take all of Tape 48.
62	1	49	Review of Word Beginnings; Take all of Tape 49.
63	1	50	Review of Word Endings; Take all of Tape 50.

* If only 50 periods are available, reduce the time on Review Lessons 7, 14, 21, 28, 35, and 42 to 2 days.

If only 45 periods are available, reduce the time on Review Lessons 7, 14, 21, 28, 35, and 42 to 1 day.

If only 40 periods are available, incorporate the Recap and Review Lessons 7, 14, 21, 28, 35, 41 into other instructional days and give the connected material in each review lesson as supplementary new-matter dictation.

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V. MATERIALS

STUDENT BIBLIOGRAPHY

PRINCIPLES OF SPEEDWRITING SHORTHAND, Regency Edition

PRINCIPLES OF SPEEDWRITING SHORTHAND WORKBOOK, Regency Edition

SPEEDWRITING SHORTHAND ABRIDGED DICTIONARY, Regency Edition

TEACHER BIBLIOGRAPHY

PRINCIPLES OF SPEEDWRITING SHORTHAND, Regency Edition

PRINCIPLES OF SPEEDWRITING SHORTHAND RESOURCE MANUAL, Regency Edition

PRINCIPLES OF SPEEDWRITING SHORTHAND WORKBOOK, Regency Edition

Lesson Tapes for PRINCIPLES OF SPEEDWRITING SHORTHAND, Regency Edition

SPEEDWRITING SHORTHAND ABRIDGED DICTIONARY, Regency Edition

Current newspapers and magazines for interesting lecture materials.

* * * * * * * * * *

Components of SPEEDWRITING SHORTHAND, Regency Edition, are available from:

Bobbs-Merrill Educational Publishing
4300 W. 62nd Street, P. O. Box 7080
Indianapolis, Indiana 46206

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(14)

VI. EVALUATION

Refer to Chapter Four "Testing and Evaluation,' of the Resource Manual for detailed explanations.

Speed Test Procedures

1. Dictate a few minutes of warmup to the students, using other than the test material. Students do not transcribe this material.

2. The test is not to be previewed and is dictated only once.

3. Dictate the tests in the time proscribed. Five-minute takes must be dictated for the straight five minutes and must not be broken into three- and two-minute takes.

4. Students should transcribe immediately; otherwise, notes must be collected and redistributed for transcription.

Evaluation of Speed Tests

1. One error is charged for each deviation from the dictated copy.

2. The number of errors allowed for 95 percent accuracy are as follows:

Speed	5-minute take	3-minute take
50	13	8
60	15	9
70	18	11
80	20	12
90	23	14
100	25	15

3. The student should be able to transcribe intelligently, using proper sentence structure, spelling, and punctuation. Material is dictated at the minimum speed acceptable in that marking period.

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METHODS OF EVALUATION

1. Reading rates.
2. Shorthand vocabulary tests (theory and brief form tests).
3. Dictation--recording tests.
4. Daily quizzes, with emphasis on accuracy of writing the SPEEDWRITING outlines, should be used for indicating mastery and/or need for remediation rather than for grades.
5. Three-minute transcription tests.
6. Mailable letter production tests.

Dictation/recording tests and mailable letter production tests are preferred measures of final objectives--those objectives which define desired competency levels by the end of the course.

Reading rates, shorthand vocabulary tests, and three-minute transcription tests are helpful in measuring intermediate objectives--those objectives which serve as building blocks toward achievement of final objectives.

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COMMUNICATION SKILLS

For purposes of time, the communications Business English section of the program is taught as part of the Speedwriting course.

Vocabulary - In each lesson beginning with Lesson 8, one or more business vocabulary words are defined. These words are then used in context in the Reading and Writing Exercises for the lesson.

Spelling and Punctuation - Beginning with Lesson 16, commonly misspelled words are presented. Punctuation reles begin with Lesson 22. Research has indicated that relatively few rules on punctuation account for the overwhelming majority of usage in typical business correspondence. The eight comma rules taught in the Speedwriting Shorthand principles text account for the majority of all commas used in business correspondence.

After a comma rule has been introduced, examples of that rule are highlighted in the Reading and Writing Exercises and reinforced with notations. The highlighting gives the instructor a valuable resource for expanding the classroom emphasis on punctuation.

INTENSIVE BUSINESS SEMINAR

FUNDAMENTALS OF ACCOUNTING

YVONNE B. BECKLEY

CURRICULUM GUIDE

Summer 1984

I. PURPOSE:

All students anticipating a career in the business office should have a knowledge of accounting terms and an introduction to basic accounting principals.

In approximately five chapters of accounting fundamentals, the students will develop an understanding of:

1. How a business is started
2. Recording the opening journal entry
3. Posting the opening entry
4. Debit and Credits of Business Transactions Affecting Balance Sheet Accounts.
5. Debit and Credit of Income and Expense Transactions.

The value of this knowledge is threefold, it:

1. Has immediate value for employment
2. Provides a foundation for advanced study
3. It has personal value

OBJECTIVES

Upon completion of approximately five chapters, the student will be able to:

I. Start an Accounting System for a Small Company.

a. classify assets
b. classify liabilities
c. classify capital
d. use the accounting equation - assets-liabilities=net worth
e. know the steps in preparing a balance sheet
f. understand vocabulary of accounting

II. Record the Opening Entry.

a. identify a two-column general journal form
b. recognize a source document
c. understand the relationshop of balance sheet columns (assets, liabilities, capital) and general journal columns (debit, credit)
d. record the opening entries
e. correct an error in an amount entered according to accounting practices.
f. increase accounting vocabulary

III. Post the Opening Entry.

a. identify a standard ledger account form
b. recognize debit side
c. recognize credit side
d. understand how to interpret the chart of accounts for a ledger
e. be able to add to the chart of accounts for a ledger when necessary to add a new account.
f. post opening entries from journal to ledger
   1. debit entries 2. credit entries
g. review steps in starting an accounting system using flow chart to show: Balance sheet -- Journal -- Ledger

IV. See how Debit and Credit Transactions Affect the Balance Sheet

a. analyze the effect of business transactions on accounts
b. prepare T accounts - analyze T accounts
c. analyze transactions as debit or credit for balance sheet accounts
d. increase vocabulary

V. Post the Debit and Credit of Income and Expense Transactions

a. record income transactions in capital account
b. record income transactions in separate ledger accounts
c. identify income transaction as credit or debit
d. record expense transactions in capital account
e. record expense transactions in separate ledger accounts
f. analyze transactions as income or expense
g. increase business vocabulary

-end of Objectives-

TEACHING STRATEGIES & LEARNING ACTIVITIES

The course is taught in short units of texts followed immediately with a variety of application problems in the text and workbook. These exercises take the form of drills, study guides, topic problems, vocabulary review, and chapter questions.

Two important visual aids used are the chalkboard and overhead projector. All students should have a calculator and know how to use it. A brief explanation of the calculator's functions should be reviewed.

Any work experience by the students should be shared with the class. If possible, a guest speaker from a business, preferably an accountant, might be invited to speak on the importance of understanding the applications of accounting in today's office.

Homework is an essential part of this course. Students complete workbook units at home. Suggest they work together, if possible, for ease of comprehension. Homework is reviewed for questions at the beginning of the next session and then handed in and corrected by the teacher outside class.

OUTLINE OF THE CONTENT

Chapter 1 Starting an Accounting System

a. Starting an accounting system for a small business
b. The Balance Sheet
c. Steps in preparation of Balance Sheet
d. The accounting equation

Chapter 2 Recording the Opening Entry

a. The Journal Entry
b. Steps in Recording the Opening entry
c. Checking for accuracy

Chapter 3 Posting the Opening Entry

a. The Ledger
b. Posting the opening entry to the ledger
c. Summary of starting an accounting system

Chapter 4 Debit and Credit of Business Transactions Affecting Balance Sheet Accounts

a. Nature of account balances
b. Analyzing business transactions
c. Transaction No. 1 - the Sale of an asset for cash.
d. Transaction No. 2 - Part payment of a liability
e. Transaction No. 3 - Additional investment of Capital by proprietor
f. Summary of principles of debit and credit for balance sheet accounts.

Chapter 5 Debit and Credit of Income and Expense Transactions

a. Income transactions and income accounts
b. Transaction No. 4 - an income transaction
c. Expense transactions and expense accounts
d. Transaction No. 5 - an expense transaction
e. Summary of the principles of debit and credit for income and expense accounts

MATERIALS

Fundamentals of Accounting, Adult and Continuing Education Series, (ACES), Boynton, Swanson, Carlson, Forkner; South Western Publishing Company, N29, and N291

EVALUATION

At the completion of the course the student will be evaluated using a variety of techniques. The following are examples of evaluation for this short, ungraded course in accounting:

1. Vocabulary quizzes
2. Homework applications read outloud.
3. Oral exercises in which transactions are analyzed as debits or credits.
4. Preparation of the following:
    a. Balance Sheet
    b. T Account
    c. Ledger
    d. Statement of owner's equity

Because the course is ungraded, verbal praise and corrected homework is important to the student. Students must be kept motivated by relating as much of this material as possible to their personal situations. Allow students to work together for clarity, ease of comprehension, and teamwork concept.